MARCH 1958
Two Sections · Section One

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

STOWING IT AWAY ON PATROL RALLY DAY

See Don't Forget to Praise Them, page 24

EDITOR'S NOTEBOOK . . .

The cabby was a grizzled, leathery little man. The night was bitter cold, but the cab was so warm that he had taken his leather jacket off and laid it on the seat beside him. He drove carefully along the boulevard and turned left into the darkened street with a watchful eye.

Suddenly a car shot out into the street from a driveway directly in front of us. There was a screech of brakes, and the car rocked crazily as the driver spun his wheel to avoid hitting the cab. When he realized he would not collide, he stepped on the gas again and sped down the street.

The cabby leaned back and sighed. "These cr-razy drivers!" he said. "What if a kid had been coming along the sidewalk! What if someone had just *happened* to be crossing the street! They wouldn't have had a chance!"

Yes, *what if* someone had just *happened* to be in the way? Well, this is the story—it's an old one, unfortunately. There would have been *another* tragic traffic death, *another* motorist in mental agony, *another* family torn away from a loved one.

Such unthinking carelessness in driving killed *40,000 people* in 1956. And for every one of those deaths there were thousands of situations just like this one. They lacked only one element to make them deadly—nobody was "in the way." And because the driver was "lucky," he went right on along his merry way, foot heavy on the gas, attitudes unchanged or growing worse.

The answer to our mounting accident problem, of course —not only in traffic but everywhere else—is *attitude*. And the schools have an important role to take in building the proper attitudes which will one day materially reduce our accident toll, says safety supervisor Edward Abramoski of the Erie, Pennsylvania, public schools. In *"Re-Designing* the 'Nut' Behind the Wheel" on pages two and three, Mr. Abramoski gives us, as he did delegates to the School and College Sessions of the 45th National Safety Congress, a thoughtful appraisal of the responsibilities today's schools have to teach safety—under the premise that *all* education is useless unless the child lives.

Next fall, the Driver Education Section of the Council will celebrate its tenth anniversary at the National Safety Congress. Other sections, made up of educators throughout the nation who are interested in doing something through their work with young people to reduce accidents, are rapidly growing in membership and accomplishments also. Are you a member of a Section of the National Safety Council? They are listed in the right-hand column of this page. If you are not, write the School and College Division for information. Be an active worker in the safety cause.

BEVERLY THOMPSON

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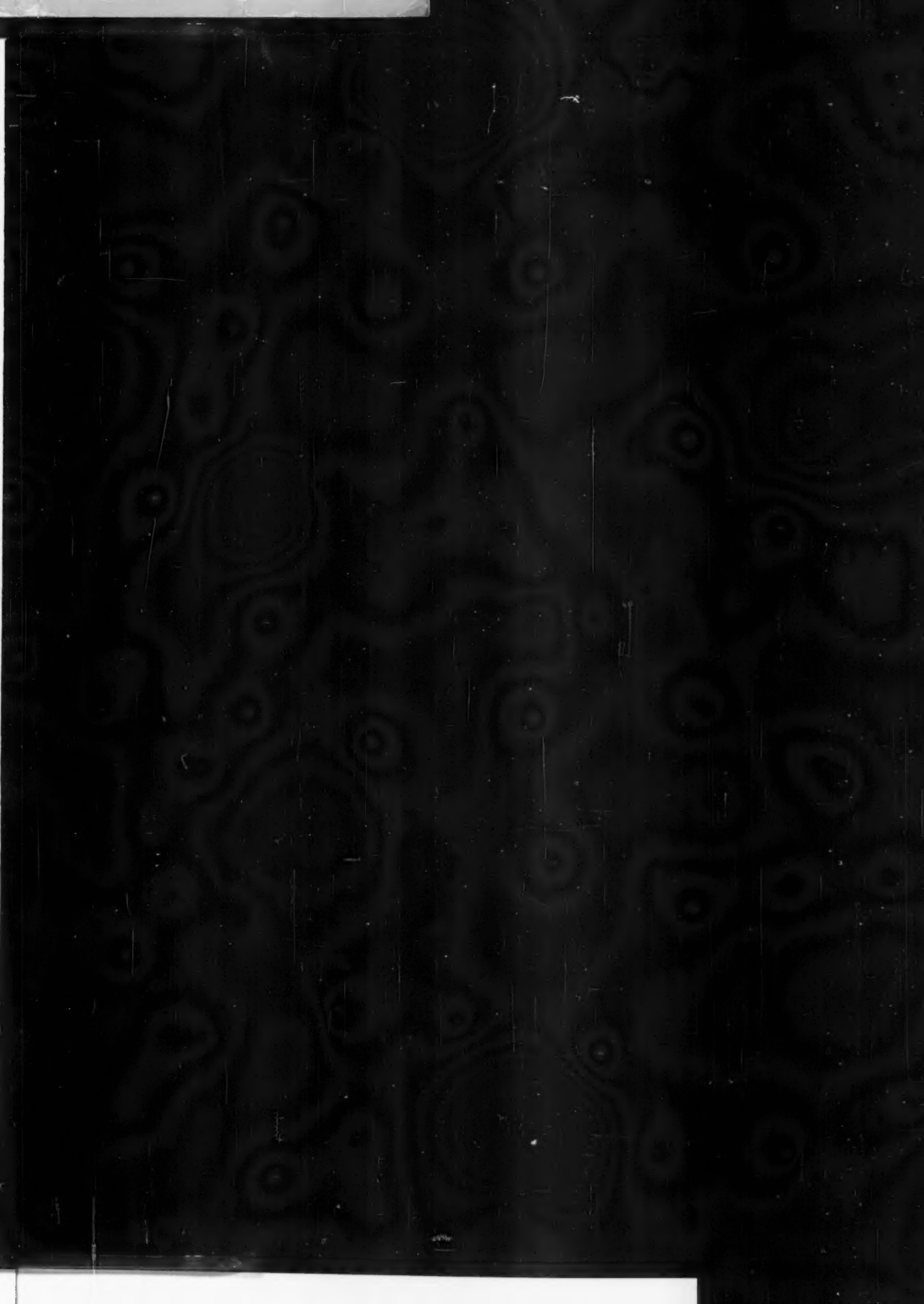

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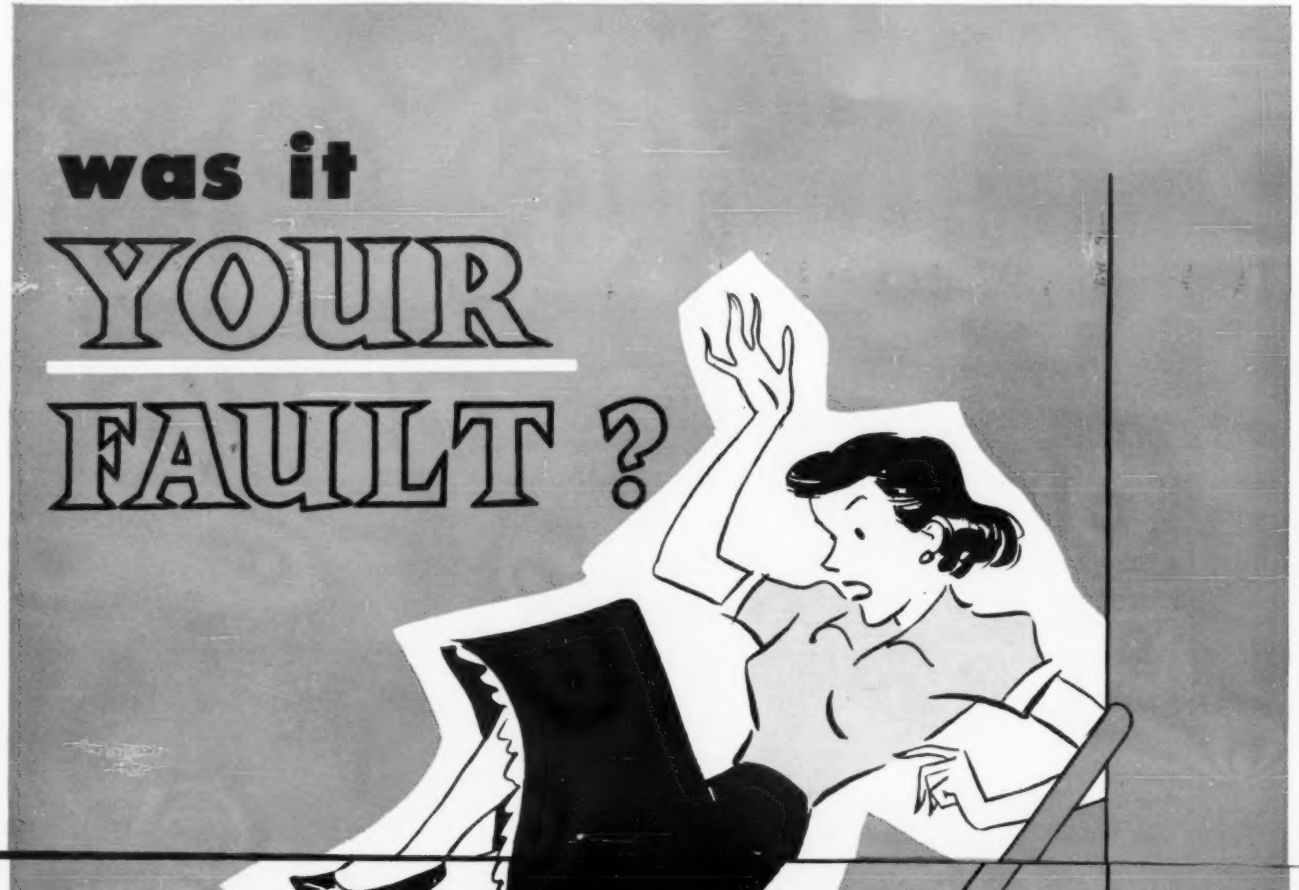

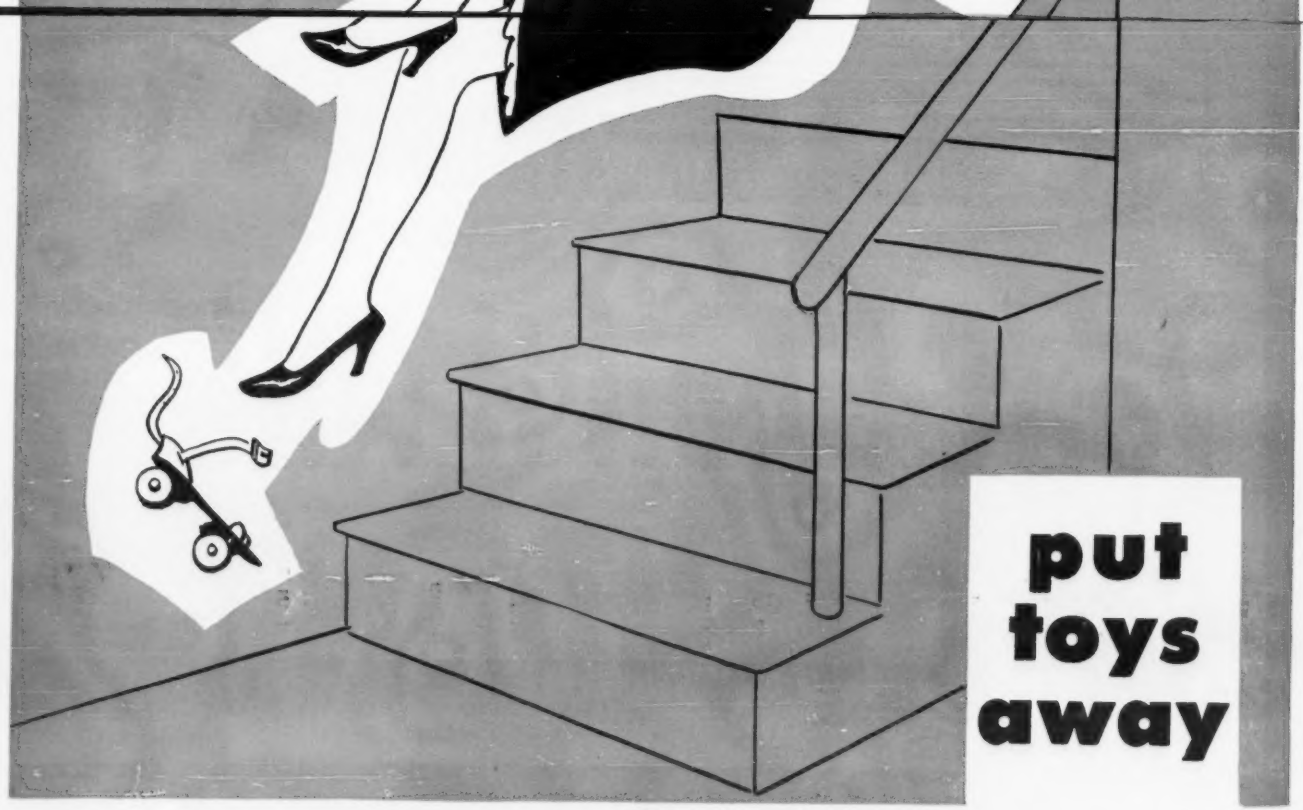

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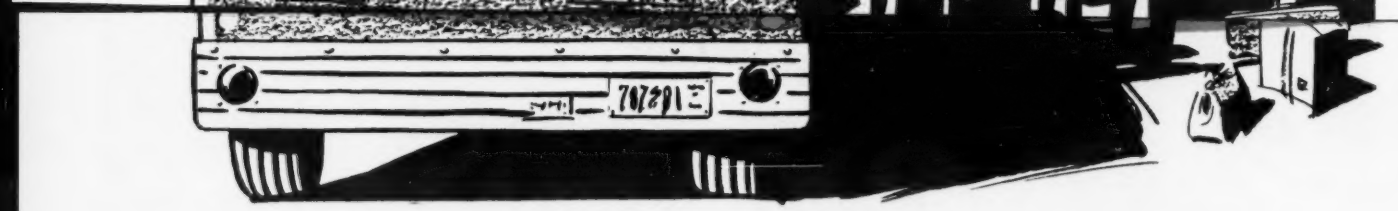

Don't Spoil it with an ACCIDENT!

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SAFETY Education

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THE rapid advance of science has added many new technological devices to our everyday living. The release of the atom has opened a whole new era in man's ability to harness power to his use, and the ordinary man's mind is taxed to the utmost even to imagine what the present experiments with hydrogen and atomic power will bring for human use.

At one time, life was simple and comparatively safe. Today man's ingenuity has created thousands of technological machines and gadgets to serve him, necessitating a completely new vocabulary and language which often only the expert understands, and at the same time creating thousands of new hazards that we must learn to control if we are to survive.

Nowhere on the face of the globe has man made better use of mechanical power than in the United States, but, because our education has not kept pace with our inventive prowess, we have one of the worst accident rates in the world.

One cannot pick up a paper without reading of an appalling number of persons maimed and killed in industry, in the home, on the farm, and, most of all, on our highways—a needless slaughter and waste of our most precious resources! How long can we continue to stand by and watch this human and economic waste drained from our nation?

Engineering and enforcement have made great contributions to safety, but it is the task of education to eliminate the need for more engineering and more enforcement. Our schools are dedicated to teaching the children of our nation. Educational research has shown us that we must teach the whole child, and logic tells us that all education is useless unless the child lives. Therefore, the schools must place safety education in the curriculum and give it the same prominence as reading, writing and arithmetic, and all those subjects we deem fundamental.

Education concerns itself with the teaching of skills, habits, knowledge and attitudes, all of which are integral parts of safety education as well. A child learns to live in a safe way through safe living.

The challenge to the schools, then, is to provide pupils with a safe environment in and about the schools, as well as safe experiences, to instill in each child an awareness of existing hazards and a method with which to cope with them. We are of necessity obligated to teach him his moral responsibility toward himself and his fellow beings, to avoid useless destruction of life, limb and property.

In other words, we must instill in each youngster an attitude of safety. This means that all our schools must teach safety and the school boards, in making up the budgets, must recognize the importance of safety in the curriculum. Safety cannot be looked upon as one of the frills of education, but an integral and important part of the educative process of the child on an equal basis with reading, writing and arithmetic.

Driver education is merely one phase of the total safety program, and, though first conceived by educators, it has been fostered by non-school organizations. The program first grew as a fringe activity and was merely tolerated by school administrators. But driver education had appeal and support from outside agencies, especially when the statistics of the dead strewn on our highways reached a tempo of more than 35,000 killed annually and the public sought an end to the slaughter.

Education then proved it could do the job. As statistics on the youthful driver were gathered, it was proven definitely that students taught in our accredited schools had better records on the highway than the drivers who were not trained. Immediately, insurance companies brought reduced rates to the trained driver and the driver education program got its booster shot. Driver education was now paying dividends in cold cash and had an appeal in dollars saved.

However, the educator with vision sees beyond the single phase of safety, driver education, and looks at the whole picture. He

Re-Designing
the "Nut" Behind the Wheel

. . . a task for education

The schools must play an important role in preparing youth for safe living in a modern world, says Edward Abramoski, coordinator of safety, civil defense and health for the School District of the City of Erie, Pennsylvania.

sees the need for safety in the home, the shop, the farm and the school, for he realizes that each takes its toll in lives and resources.

He sees that our schools must meet every challenge and teach safety as a subject matter from safety with toys in the kindergarten through driver education in the high school. For, if we are to teach the skills, habits, knowledges and attitudes which are necessary for safe living, we must start, not with the driver's permit, but with the birth certificate.

In many of our better schools, safety is taught as subject matter from kindergarten to grade six, with the help of teachers' guides developed by teachers' committees. The instruction includes such phases of safety as safety on the way to and from school, in the home, in the school, safe play, safety from atomic attack, pedestrian and bicycle safety, safety in the snow and on the ice, hunting safety, safety in the water, in the shops, and a myriad of other lessons that fit into a year-round program.

Although class time is provided for safety education in the curriculum, some of the best teaching is done on the spot. Safety is also integrated into other subjects, such as social studies, vocational education, physical education, science, health, etc. The program in safety education must be balanced to meet the need of the child in each grade level, and provision must be made for participation by the child in many meaningful, safe activities that will blend with the information provided by the curriculum. Thus, the program will differ in each school to cope with the hazards surrounding that school, and yet have an abundance of material of a general nature that will serve the child well in any situation.

The worth of any safety program in any school will be determined by the attitude of the administration toward safety education. A safety program functions best where someone is directly charged with responsibility for it—and what person in a local school system is better qualified than the driver education teacher?

The driver education teacher must have an interest in safety or he would not choose the work he is doing. To qualify for his job, he in all probability had courses beyond his degree and certification in general safety, safety administration, or the psychology of accidents. It now becomes his job to sell himself and his program to the administration.

He may get the objection from the board that the cost is prohibitive. Safety education, however, is cheap when one considers the man hours lost in industry, the cost of fire protection, the automotive insurance rate, and the cost of every article made as determined by the skills, habits and attitudes which are taught by our teachers in the classroom. It is sound economy to teach safety education when accidents cost us more than $10,300,000 annually.

A well-informed public knows that safety is not a frill of modern education but an integral part of our educational system. Our schools, of necessity, must expand their educational horizons. Our driver education teachers must supply the leadership for this expansion to redesign the "nut" behind the wheel.

Are unrealistic demands and standards placed on driver education courses keeping millions of young people from learning to drive safely? The authors make some proposals concerning future standards for driver education courses . . .

THE future of driver education in the secondary schools of this nation is in the hands of those who are today making the policies of the several states. Just what the future really holds depends upon how realistically we are willing to look at the problem and what attempts we are willing to make to provide solutions to the problems as they unfold.

At the time of the 1949 Conference on High School Driver Education, the authors were enthusiastic over the possibilities for traffic safety through such courses. That enthusiasm still prevails, but grave concern is now felt over the future of the driver education program if unrealistic demands and standards are placed upon it.

First, we must solve the problem of teacher preparation and assignment in order that quality programs can be assured.

Second, some revision of the nationally recommended standards for the number of hours of practice driving instruction must be made if we hope to see a more expansive program become a reality.

Third, more states must provide financial subsidy for the program.

Teacher Preparation. Some states have set high standards of teacher preparation, while others have no requirements of any consequence. The products of these teachers are facing one another on the highways of the nation today. It is reasonable to assume that the students taught by a well-trained teacher are going to do a much better job than those exposed to a teacher who has no interest in or knowledge of the subject. Worse yet are those students who are taking classroom driver education from teachers who do not even possess a driver's license!

Coupled with the standards, or lack of same, for teacher proficiency are the varying lengths and content of classroom courses in the several states. Some schools are offering as little as 15 hours of classroom instruction on an elective course basis while others are giving full semester courses with the practice driving offered as an additional course. Very few states require even the classroom instruction as a graduation requirement.

It would appear to the authors that much too much emphasis has been devoted to the more glamorous practice driving phase and the recommended standards applicable thereto.

Clock or Class Hours. It may seem ironical to some that the standards which have been selected are a hindrance to the advancement of the number of courses offered.

To others, it may seem doubly ironical that the authors would suggest that the standards be modified. However, this article is intended to bring the problem forcefully to the attention of all concerned in order that this nation might be encouraged to face up to a problem which has thus far been by-passed.

The problem revolves around the practical, or impractical, application of the present standards in terms of the class schedules of the schools.

School administrators are rightly indignant over present attempts to force upon them the

Right: Springfield, Missouri, driver education students study the inner mechanics of an automobile so that they, as drivers, will be alert to keeping their vehicles safe, handling emergencies, on the highways.

peculiar scheduling arrangements necessary to provide six clock hours of instruction behind-the-wheel. This, combined with demands for more science and mathematics classes, gives administrators king-sized headaches.

The authors are not out of sympathy with upgrading the amount and quality of instruction in this or any other field. However, inasmuch as the final agreement on most everything in life is a compromise of the best thinking of qualified persons, it seems unrealistic for school administrators to be asked to go "all out" under the present recommended standards without due consideration being given to the practical application of those standards in terms of:

a. school schedules
b. length of semesters
c. end results in terms of the time differentials
d. the cost variances between schools on 60, 50, and 45 minute classroom schedules.

It is imperative that every step be taken to hold down the per-pupil cost of practice driving instruction. This, of course, means that more pupils must be trained with the tax dollar without materially affecting the quality of the product: namely, the safe driving potential of our high school boys and girls.

The present N.E.A. standards recommend a minimum of six clock hours of practice driving and 30 clock hours of classroom instruction for a quality driver education course.

To increase the 30 clock hours to a full semester will not alter the cost of providing a high school education. It will, however, mean that some other subject now being taught would have to be eliminated or combined with still another course. Certainly, the 30 clock hour courses that are combined with social studies, general science, orientation, etc., can be expanded, without additional cost, if the local administration is or can be convinced that greater emphasis on driver education is justified.

The six *clock* hours of practice driving, as recommended, present quite a different problem. To schedule students into such practice driving classes means that in a school which operates on 45-minute or even 50-minute class periods, it is necessary to assign eight class periods to such instruction or to carry the instruction over to after school hours.

Clock or *Class* Hours?

By Cecil G. Zaun
Safety Supervisor
Los Angeles City School Districts
Los Angeles, California

and

John R. Eales
Consultant
California State Department of Education
Sacramento, California

This means that in an 88- to 90-day semester the maximum possible number of students which one teacher can train in one period of the day for a semester is 11 students. If the teacher receives $5,000 per year and if the miscellaneous expenses of gasoline, oil, insurance, repairs, retirement, etc., run as high as $5 per pupil trained, then the cost in a six-period day can be no less than $43 per pupil trained. In a five-period day, such a program costs $49.50 per pupil.

If, however, the standard to be met was changed to six *class* hours, it would be possible to train 25 per cent more, or 14 students per period, in a semester at a cost of $35 instead of $43, and $41 instead of $49.50.

These cost figures have been selected as a means of illustrating the seriousness of the problem, and they do not necessarily represent the cost factors of any school district at this time. Some will find the figures quite low, while others will say they are high. With teacher

(Continued on next page)

Clock or *Class* Hours?

(Continued from preceding page)

salaries representing about 90 per cent of the practice driving costs, it is understandable that salary schedules exert a marked influence on the cost of individual instruction, such as practice driving.

Driver education, like every other course in the high school curriculum, comes to us as a request of the people we serve. It was not originated or proposed by a high school principal or a district superintendent. Educators can, and undoubtedly will, figure out a way to include the scheduling of this course just as they have all others that have preceded it.

We must not stop this normal process by setting recommended standards that will either price the course out of the curriculum or present impractical scheduling problems.

Is it better for our society that a *minority* of our youngsters receive a "high standard" course in driver education or that *all* young people be given the basic fundamentals of such training? To reach all eligible students at the present time we must set standards which reflect a realistic appreciation of school scheduling.

It is our task to teach the fundamental skills of safe driving to as many students as possible. Our aim is to turn out potentially safe drivers. It cannot be our purpose to turn out a few fully trained drivers while the remainder of our high school youth receives no training at all.

The lower the per pupil cost the more rapid will be the expansion of driver education. Furthermore, our state legislators will be more sympathetic toward a program which reaches larger numbers of our teen-agers with a quality program rather than with a program which attempts to turn out "finished drivers."

The number "six" has been selected as the magic number for a nationally recommended standard because of experience in the field prior to 1949. Six *clock* hours were recommended rather than *class* hours in order that standardization might be achieved, not because research proved it best. Then, too, some of our traffic authorities felt that a few school administrators would try to justify shorter courses through misapplication of the words "class hours."

The time has now come when we must look realistically at what has happened to pupil scheduling when the "clock hour" standard has been used. The pressure type tactics need to be replaced with a view to understanding the scheduling and financial problems being created. A six class hour course in practice driving with six to eighteen hours of observation in the car, with a teacher trained in educational principles as well as special driver education training, should do the job of turning out potentially safe drivers. It is this goal towards which we must work in the interest of both traffic safety and economy if this program is to survive the onslaught which all education will face in times of "hard" money.

Some may raise the question: "Will the insurance industry, a portion of which grants rate differentials to male graduates of approved driver education courses, grant a similar discount if the standards are reduced?" It is the opinion of the writers that the industry will.

Insurance executives have repeatedly made these two points:

a. The rate discounts have been made to encourage the spread of driver education.
b. The insurance industry does not want to be in the position of telling educators what the standards should be.

Consequently, the insurance industry accepted, "bag and baggage," the recommendations of the last national conference on driver education—namely, 30 clock hours of classroom instruction and six clock hours behind-the-wheel.

It is the belief of these writers that if educators change the standards at their next national conference on driver education, the insurance industry will follow that educational leadership and petition the insurance commissioners of the various states to recognize the new national standards set by educators.

State Subsidies. State legislatures have and must continue to recognize that additional financial aid is absolutely necessary if schools are to maintain and expand their programs.

Fourteen states now provide some type of reimbursement or subsidy for driver education classes in the secondary schools. Not until all 48 states are "in the fold" can we expect to influence fully the drivers of tomorrow.

Driver education, including classroom and practice driving instruction, must be an integral part of the curriculum for every teen-age student in the United States if we are to fulfill the purpose of education—teaching boys and girls to live within their environment. To educate a potential scientist and have that young person killed in traffic is tragic *and* costly!

Youth, our nation's greatest asset, must be taught to live in today's environment, which includes the automobile as a part of everyday living. Let us be sure that teachers are qualified, scheduling is realistic, and funds are available for the future●

Training Alert Aussies

Top: Police officer explains that traffic must slow down at school crossing signs. Below: Boys learn how to safety-check their own bicycles as part of the safety teaching on the traffic safety "course."

Young Aussies get practical practice in rules of the road on a "traffic safety course" set up in an area outside Melbourne . . .

By Charles Lynch

A UNIQUE traffic school, a community project which enables school children to be educated in road and traffic problems, has been established at Kew, in the Australian state of Victoria.

Some years ago the famous English stage and screen star, Gracie Fields, sang a hit song on traffic caution aimed mainly at little children, as a reminder on what to do when crossing the road. It was a simple little ditty that rang around the world, and went something like this:

"Look to the left, look to the right . . .
And you'll never, ne-ver get run O'VER."

A theme on those lines motivates the school for young Australians at Kew. Kew is an attractive suburb of Melbourne, Australia's second largest city (population 1,600,000).

An area of about a quarter of an acre has been given over to paths, along which crossing lights have been installed at intersections, while road signs indicate schools and crossing points for school children.

These various indicators duplicate those on city and suburban streets, and periodically children from district schools are taken around them and instructed by police officers on matters pertaining to road crossings and safety.

The school's roads comprise 400 yards of concrete, eight feet wide, and the traffic indicators and installations are the familiar signs which the children see everywhere around them in the suburbs. The scheme cost a local body, the Lions Club of Kew, 2,020 pounds ($4,553). Donations were received by the organizers from local municipalities and the Royal Automobile Club of Victoria. Victorian police officers and a policewoman carry out instruction to the children four days a week.

Boys and girls bring their bicycles and "billycarts" (soap-box playcarts) and are instructed about such things as correct hand signals when making a turn, to slow down when approaching the signs which indicate a road crossing for school children, and also how to make sure that bicycles are in good order and condition for road use.

Bicycles usually predominate when the pupils arrive from district schools.

The police officers work with an amplified public address system, and the children follow their instructions as they ride around the roads, while others note correct signals given by riders under direction of the instructors. They are told to imagine a billycart as a motor vehicle, and note the signals given. A bicycle may be presented as a motor car.

The traffic safety school, which was opened recently, is performing useful work in educating the children, and schools are taking advantage of its facilities as its activities become known in Victoria●

forum-in-print

Is Your School Prepared for Atomic Attack?

Preparation for disaster emergencies or atomic attack is a vital precaution that schools must take *ahead of time.* Here is how three U. S. school systems have prepared for a situation they hope never comes about . . .

JOSEPH GALVIN, San Francisco:

A staff member of the office of the superintendent of schools is the liaison officer for the San Francisco Schools and Civil Defense.

Civil defense alert telephones are installed in all schools and child care centers. ALERT will go out from the main school department switchboard at 135 Van Ness Avenue to key schools on the relay. Key schools will promptly ALERT the assigned five or six schools in their vicinity.

Intermittent tests of the relay system are held from time to time to determine working order of all phones in the relay. Any one of the following alerts may be announced on this drill: *Blue*—Attention Signal (alerts key faculty members). *Yellow*—Attack probable (evacuation procedures go into force). *Red*—Attack imminent (take cover). *White*—All clear.

During the period of a *Blue* Alert the following action can be taken:

(1) Check identification tags;

(2) Have teacher vehicles lined in front of the school for immediate evacuation insofar as possible.

Parents and guardians were requested through school principals to choose one of the following plans:

Plan One: (Recommended by the Civil Defense authorities.) I wish my son or daughter evacuated by first available transportation. Transportation will be provided by parents, by other adults in the area, and by students who drive to school.

Plan Two: I desire my son or daughter to remain at school in the designated area so that I or another authorized person may call for him. I understand that students not called for in a reasonable length of time will be evacuated to the Reception Point as transportation becomes available.

Plan Three: I wish to have my son or daughter released from school to go home or carry out such other plan as I may arrange.

Parents and guardians were alerted regarding the location of the school's reception point. Everyone was given a copy of "It's Your Life," the San Francisco plan, published by the San Francisco Disaster Council and Corps.

Every school has provided mimeographed diagrams and instructions for the particular area.

ELDEN BUSBY, Fort Worth, Texas:

In Fort Worth, we feel that our responsibility as school administrators in matters of civil defense is very great. Whether it be in the organization for protection against fire, tornado, atomic or hydrogen bomb, flood, or any other type of disaster, we have no alternative but to do everything possible to prevent injury and loss of life to those charged with our care. All school principals in the Fort Worth public schools understand that one of their very first and most important duties is that of providing the necessary information and drills for protection against any type of disaster.

Official direction of all civil defense activities, except for fire, in our community is assigned to the Fort Worth-Tarrant County Civil Defense Office, which is headed by R. E. Dysart, coordinator of civil defense, and N. O. Shepherd, assistant coordinator.

These men have prepared a handbook, *School Disaster Plan,* which describes plans and procedures to be followed in the event of (1)

an atomic or hydrogen attack, (2) guided missile attack, (3) tornadoes, and (4) floods. One of the most important and detailed procedures outlined in this handbook is the school evacuation plan. As part of the plan, the evacuation route and reception area for every school in the county is given. Every pupil and parent is informed of the reception area to which his school will be directed in case of actual evacuation.

Responsibility for the actual evacuation of pupils is assumed by the mothers of each school under the general direction of the parent-teacher association. Last year, at a general practice evacuation called "Operation School Kids" we had over 10,000 cars drive out to designated turn-around stations, and civil defense authorities termed it an "outstanding success." We feel that our evacuation plans will be successful in case emergency arises.

In every school we conduct one obstructed and one unobstructed fire drill, in accordance with State standards, every month. We also conduct the duck-and-cover type air raid drills each month. Since we are in tornado country, we conduct tornado drills as often as necessary to be assured that the children will know what to do in the event of the real thing. Last spring, when a tornado seemed a near-reality, a number of our principals conducted drills most successfully.

We try to be as diligent as possible in discharging our responsibility in all matters of civil defense in the Fort Worth public schools and feel that in the event of a disaster many lives will be saved because of our efforts.

QUENTIN GROVES, Topeka, Kansas:

Topeka lies in the heart of the Midwest's violent tornado belt. And the city is only five miles away from Forbes Air Force Base, a stationing point for Strategic Air Command B-47s, placing the area on the primary target list in any air attack on this country.

With more than 15,000 children and nearly 1,000 school employees whose safety is their responsibility, planning to meet any disaster has been an imposing task for Topeka's civil defense and school officials. The two organizations have worked closely together to take all steps possible to insure safety for those in the school system.

Under the leadership of M. J. Whitson, assistant superintendent, the schools have made plans for immediate action in case a tornado should threaten the city.

The most important consideration in the development of the tornado plan was finding a place of safety for children in each of the city's 33 public school buildings.

A local organization of engineers volunteered to study each of the buildings and to designate a "safest area." In many instances the engineers who performed this service were aided by the architect who designed the building and the contractor who built it. These experts gave consideration to design, structural material, glass-free areas and compass directions (a tornado in this area usually moves from southwest to northeast).

Once the safe area was designated, each principal worked out a traffic pattern for all students to reach that area, and showed them how they were to stand, lie, or kneel (varying with the area chosen). The operation has been practiced repeatedly.

Tornado forecasts are issued by the United States Weather Bureau Office in Topeka when conditions appear likely for such development.

Tornado warnings are issued when a tornado is sighted, giving location, direction of movement, and speed. Should a tornado threaten the city, the Weather Bureau immediately calls the communications office of the Police Department, and they, in turn, notify the assistant superintendent of schools.

The assistant superintendent alerts his staff of "callers" and the central switchboard operator frees all lines and gives an outside connection to each caller. Callers then notify an assigned list of schools, telling one of several persons previously selected to take such calls of the impending danger.

The individual school official signals immediately for students to go to the designated safe area. The entire telephoning operation can be completed in six minutes, and the school with the largest population can occupy safe areas *in less than three minutes* after the call.

This entire operation is practiced periodically, and each school reports progress at least once during the months of September, October,

(Continued on page 38)

Our Contributors:

JOSEPH M. GALVIN, Head of Department, Driver Education-Accident Prevention, San Francisco Unified School District, San Francisco, California

ELDEN B. BUSBY, assistant superintendent, Fort Worth Public Schools, Fort Worth, Texas.

QUENTIN D. GROVES, supervisor of health, physical education and safety, Topeka Public Schools, Topeka, Kansas.

Personnel Protectio

By Lester L. Wasserburger
Supervisor
Employees' Safety Education
and Accident Prevention
Los Angeles City Board of Education

YOUR concern for school personnel safety, will be influenced by your answers to the following questions:

1. Is your responsibility for safety concerned with a small, medium or large school district?
2. Do you have a formalized employee accident control program?
3. Do you have a token program with someone responsible on a part-time coordinator basis?
4. Do you know the premium paid for Workmen's Compensation Insurance by your school district?
5. Do you know the relationship of loss-experience to insurance premiums?
6. Do you make a monthly accident analysis of on-the-job accidents to all employees?
7. Do you have within your staff a trained person capable of investigating and analyzing accidents?
8. Do you make any attempt to convey to personnel within your district the information gathered from the investigation and analysis of employee accidents?
9. Do you know whether it is your teachers, custodians, clerks, maintenance crews, cafeteria workers, bus or truck drivers, or warehouse employees who are involved in the most on-the-job accidents?
10. Do you know what could be the expectant dividend you would receive of the total premium paid for Workmen's Compensation Insurance if you reduced your loss experience for on-the-job accidents?

As I have been asking these questions, you have undoubtedly classified yourself into a specific bracket under which you would fall when I quote some figures on potential dividends from Workmen's Compensation Insurance premiums.

If you know what you are paying for compensation insurance and what dividend can

. . *our responsibility*

From a talk given before delegates to the 45th National Safety Congress

be expected by an active, aggressive employee accident prevention and control program, you can classify yourself according to the following formula:

- 40 per cent of the total premium paid can be returned if you have reduced your loss experience through a reduction of on-the-job accidents to employees.

Are you interested in saving $5,000, $15,000, $25,000, $55,000, $105,000, $155,000, $205,000 or $255,000, which, in essence, is being poured down the proverbial "rat hole" with not even a remote chance of recovery of even a single penny? I am sure there is not a single person in this audience who could not think immediately of a dozen uses for this additional revenue.

A well-planned employee accident prevention program organized on the basic philosophy and fundamental principles of industrial accident prevention is the start to recovery of this economic loss to school districts all over the United States.

Undoubtedly you have a number of questions about your own situation to which you would like to have answers. The three most important questions to consider are probably the following:

1. Why do school districts need an employee accident prevention program?
2. What approaches can be used to organize such a program?
3. How do we plan a program which will fit the needs of our school district—whether it be small, medium or large?

The answer to the first question is basically that school districts have a legal and moral responsibility to their employees and the general public they represent.

Primarily, the legal concept of the statutory regulations, establishing a "degree of responsibility" for safety of employees as required by all school boards, superintendents, administrators, supervisors and foremen, is generally misunderstood and misinterpreted.

Legally, school districts have a greater "degree of responsibility," as they operate under four specific codes: the education code, Workmen's Compensation laws, the labor code and various types of safety orders issued by a Division of Industrial Relations or some comparable agency.

The above codes all contain sections which place the "degree of responsibility" on school districts to provide a safe place of employment. Further, they include measures to acquaint employees with the hazards of their employment and instructions in safe practices and procedures in performing their work.

What are some of the primary approaches to establishing your program?

The power and statutory responsibility is vested in the school district governing body. They have a moral responsibility to employees and the public to prevent human suffering and waste. They have a civic responsibility to the public to reduce costs to a minimum without jeopardizing the educational program. They can fulfill all of these responsibilities by establishing an employee accident prevention program.

A policy statement of endorsement of a program by a governing board or an administrative representative, delegating the "degree of responsibility" to organize the program, is imperative. This statement will assure the rightful status necessary to the success of your program.

The answer to the third question, *how*, evolves around the basic principles and philosophy of industrial accident prevention.

In the organization and planning of your program, consideration should be given to both the immediate and long-range planning. The immediate approach should be towards direct control of personal performance and environment. The long range approach should encompass training and education.

Basically, the purpose of any accident prevention program is to assist all employees to

(Continued on page 39)

as told to Nancy Nupuf

safety isn't "sissy" when outstanding students act as class safety supervisors.

Hammond High Hits Safety Hard

By R. Milton Wilson
Safety Supervisor
Hammond Technical-Vocational High
Hammond, Indiana

TOO often teenagers feel, "This safety business is sissy stuff." They listen with a closed mind when their parents try to warn them—when teachers caution—or when reading shop manuals. But when someone their own age tells them to select the proper tools and not to improvise, to double-check the electrical circuit before repairing a machine, or to keep their work benches clear of tools—they think twice! If a star basketball player *always* wears an eye and nose mask before using the spraying machine, "maybe this safety stuff isn't so childish."

Therefore, the students at Hammond Technical Vocational High School are now playing the role of safety leaders and safety teachers. Through the years, teen-agers have asserted their leadership in student councils, student governing boards and committees. Now they're tackling the problem of accident prevention.

The Hammond Tech teens organized a school safety council to teach accident prevention in school work shops. Their ultimate goal —to turn out accident-free workers when the students graduate and enter industry. The council, consisting of 34 boys and 11 girls, meets twice a month to discuss various safety problems encountered in the work shops, personal protective devices, and ways to make the other students conscious of these hazards.

The council members often invite industrial safety men to their meetings. These professional men explain the need for safety-conscious workers and the importance of training students to work safely as well as efficiently. They educate the student safety men on all phases of industrial safety and the students take it from there.

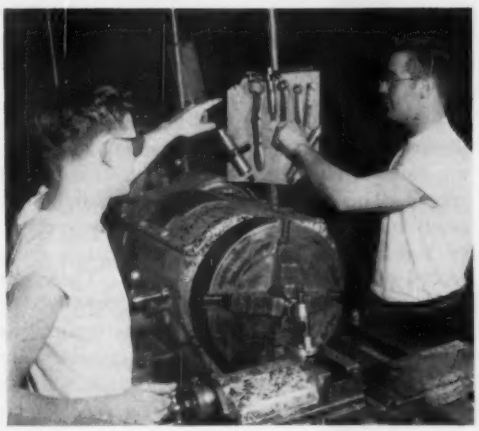
The council elects its own president, vice president and secretary, but each student member shares a big responsibility. Each represents one of the 11 different shops—machine, aviation, wood, electronics, foundry, welding, drafting, auto, printing, pattern making, plumbing, sheet metal, and the foods, cafeteria and home services classes. The representative is responsible for reporting back to his shop all the safety ideas discussed at the council meetings, and, in addition, is the safety man for that

shop. Each shop has its own rules on safety, enforced by the instructor and the safety man.

The student safety men deal directly with their fellow students, telling them of the importance of wearing protective clothing, such as eye protection, foot protection, respirators and other safety devices. Being leaders, they hold the respect and admiration of their class mates, an important prerequisite for any safety education program.

In addition to becoming amateur safety supervisors, the representatives learn some basic first aid techniques. Miss Inga Erickson, the school nurse, teaches the council members first aid for various minor injuries. After the instruction course, the students are permitted to

(Continued on next page)



THE PICTURES

***Page 12, top left:** Girls' Shop students demonstrate the safe removal of cover on pan of boiling water. Right: Properly-attired drill press operator in work area clear of tools.*

***Page 13, top:** Electrical Shop students test to make sure electric circuit is dead before working on equipment. Center: Paint sprayer operator is properly dressed with respirator and eye protection. Room is separate, well-ventilated. Right: All wrenches necessary for machine operation are kept in one location.*

Hammond High Hits Safety Hard

(Continued from page 13)

treat certain injuries, such as scratches, small incised wounds and they remove splinters. Other injuries are referred to the nurse's office, where either the nurse or the nurse's assistant, under her supervision, cares for them. Nurse assistants are senior girls who select the nurse's office for shop study for first aid. They receive practical training by assisting the nurse in caring for the students.

The safety man has a big responsibility in treating minor injuries in his shop. But the knowledge he acquires from this job is endless. He learns first hand the difference between lacerated, incised, and punctured wounds, and he even can distinguish first, second and third degree burns. He knows exactly which type of injuries he is permitted to treat himself, and which must be referred to the nurse. He always accompanies the injured student to the nurse's office, and is often permitted to treat these injuries under her supervision and guidance.

Besides treating minor injuries, the safety man has other first aid responsibilities. He's in charge of keeping a good supply of first aid material in his shop. In addition, he follows up first aid health instructions taught in the Health and Safety classes. All students learn shop safety in these Health and Safety classes; then the safety man supplements and follows up the teacher's instructions by promoting and encouraging all his fellow students to practice what they've learned.

Other subjects discussed in the class are: traffic problems, learning fundamental driving skills, understanding your car: its construction, operation and maintenance; traffic laws: natural and man-made; cooperation among highway users; the art of driving; water safety; firearm safety; pedestrian safety; safety in the home; farm safety and safety in health. The safety man talks about these subjects with the students in his shop and reinforces their learning.

In addition to using his leadership and influence to make other students safety-conscious, the safety man keeps a daily accident report record. The correct procedures for making out safety records are discussed thoroughly in council meetings. The safety man keeps a daily record of all accidents in his shop. These are totaled weekly, and a monthly report is sent to the school safety supervisor. The report lists the types of injuries, whether the injuries were caused by physical or personal reasons, and the number sent to the doctor. The safety man reports the number of safety talks given each week and the number of times he changed the safety posters. He also submits the names of students who are constant offenders of safety rules.

The safety man encourages the students tc think about safety and asks them for their own safety suggestions. These in turn he reports to the safety supervisor, in addition to any new safety measures taken during the week.

Accidents treated by the school nurse are reported on the investigation forms, which includes the name of the injured, date and hour of the accident, kind or type of accident, the nature of the injury, place of the accidents, and the specific cause of the accident. The instructor takes this form back to his class in which the accident occurred, and the entire class talks over the problem. He explains what happened and instructs the students on ways to prevent a similar occurrence. The accident investigation report is then made out by the safety man, signed by the class instructor, and sent to the supervisor.

If an injury required doctor's treatment, a record of the doctor's visit, consisting of whether the student's parents were notified, if the student was sent or taken home, and the number of day's absence from school, is sent to the school principal, Fred E. Benson, and also filed in the office of the Board of Education.

There's still one more responsibility delegated to these busy safety men. Certain boys are assigned to man the fire extinguishers at school plays, such as the Christmas play. These boys learn the different types of extinguishers to use on various types of fire. Supposedly, they have the sole responsibility in the event of a fire. However, since the school has no auditorium or stage, the few plays we have are held in the gymnasium. Consequently, there's not much danger of a fire backstage. In case of a fire in the school, every student would be required to leave the building, as is practiced in fire drills. The students are fire marshals only in theory, for their own education. Their safety is paramount.

For the whole school year, the council meets, the safety men learn and relay the safety messages back to their shops. They take their work seriously. They understand the needs in the field of safety education, and they're proud to give some of their time and effort for what they feel is truly a worthwhile cause. But most important—they're successful; the students listen to them and follow them.

safety education data sheet number 22 (revised)

Safety in the Gymnasium

BOYS and girls look forward to hearing the bell ring for a physical education class because, for an hour or so, Billy and Susie can forget about rows of desks and study assignments and concentrate on the skills, attitudes and knowledge which go with a good program of physical education. But Billy and Susie must not let their enthusiasm for the gym period cause them to relax so completely that they risk accidents.

What is more, a transition from classroom activities to a satisfying and safe experience in physical education should be arranged by the teacher through three steps:

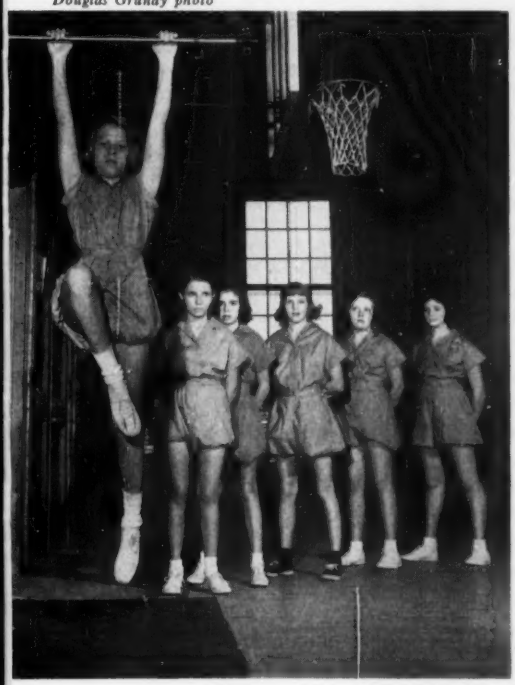
a. a thorough warm-up period.

b. a period of instruction.

c. a period for application of principles learned.

These steps prepare the student for the maximum enjoyment of his physical powers and the greatest development of the skills and attitudes which promote vigorous, yet safe, activity.

Douglas Grundy photo



Statistics

1. In 1953, 18 per cent of all the accidents on school premises were within the jurisdiction of the gymnasium. Fourteen per cent of these accidents were in the gymnasium itself, one and four-tenths per cent in the swimming pool or showers, and two and five-tenths per cent happened in dressing rooms. More recent statistics indicate a similar trend, though reporting summaries do not now have gymnasium accidents classified by location.

General Precautions for The Administrator

2. The gymnasium should be built according to safe construction standards as well as safe game standards. There should be sufficient space between the sidelines, the end lines and the lower tier of bleachers to prevent players from running into the bleachers.*

3. All gymnasium doors should open outward. A safety glass inset permits persons entering the gymnasium to see whether there is activity immediately in front of the door before they enter.

4. Walls should be built to eliminate all projecting objects.

5. Drinking fountains and radiators should be screened or recessed. Windows and lights should be screened.

6. Gymnasium classes should be planned to be small enough to allow each student plenty of room so that he will not interfere with another student's activity. Sufficient space should be allowed for peak loads either by increasing space or decreasing the load.

7. The floor of the gymnasium should be made of materials that will reduce slipping to a minimum. Loose boards, splinters and other bad conditions of floors should be repaired.

8. Provide for daily sweeping of gymnasium floors and regular removal of any litter or obstructions which cause collisions and falls.

*Bleachers and grandstands will be discussed in detail in a future data sheet.

NATIONAL SAFETY COUNCIL
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Safety in the Gymnasium *(Continued from preceding page)*

Showers and Locker Rooms

9. All lockers and shower rooms should be under the direct supervision of a bath attendant, matron or teacher.

10. Light switches should be placed away from shower areas.

11. Locker and shower room floors should be made of non-slip floor materials which can easily be cleaned.

12. Locker rooms should be large enough to permit free and uncongested movement.

13. All water and steam pipes should be placed out of reach of students.

14. Shower heads should have enough space between them to prevent students from bumping into each other.

General Precautions for The Department Head

15. Adapt all gymnasium activities to the physical needs and abilities of the students. Test individual skills so that students will not attempt skills beyond their range. In individual competitive sports, endeavor to pair students of approximately equal size, stamina, etc.

16. Inspect all gymnasium apparatus at the beginning of each semester. Including the staff in the inspection team is a worthwhile in-service training project.

17. Try to avoid placing desks, tables, chairs or other obstructions in gymnasiums or swimming pool rooms. If there is no other place for this equipment, be sure to put the equipment in the safest possible place removed from all traffic.

18. See to it that the attendant, not the students, controls the master shower regulator. Caution attendants never to allow a layer of soap to accumulate on the shower room floor.

19. Request that attendants have a floor mat and soap dish for each shower stall.

20. Arrange benches so that there is plenty of room for a passageway.

21. Inspect benches frequently to see that they are free from splinters, protruding nails and sharp corners.

22. See that apparatus is not used without supervision and control by locking gymnasium and storage room doors.

General Precautions for The Teacher

23. Be sure that the first lesson in any activity demonstrates the safe way of performing the activity.

24. Supervise the use of all gymnasium apparatus or equipment. In this case, "supervise" is interpreted to mean that the teacher is in the room or on the play-field with the class.

25. Do not allow hard-soled shoes in gymnasium classes except for such activities as social and tap dancing.

26. Be sure that each student fastens his gymnasium shoes securely. Laces should be shortened to avoid tripping. Tying a double bow knot insures that laces will not come undone and cause tripping.

27. If a student must wear his eye glasses all the time, adjust gymnasium activities to his handicap. If possible, see that unbreakable lenses or glasses guards are worn.

28. Explain to students that bracelets, rings, pencils, pens, watches, etc., should be removed because these articles may cause bruises, scratches or cuts.

29. Emphasize the danger of unusually long fingernails.

30. When small groups are carrying on various activities at the same time, see that each group occupies an area where its activities will not interfere with other students, equipment or walls.

31. Do not allow students to climb up to get objects which are lodged between the beams or rafters.

32. When a piano is not in use, place it against the gymnasium wall, in a storage room or recessed area.

33. Never ask pupils to carry or move any heavy object such as a piano. Such responsibilities may result in serious injury or overexertion.

34. Point out the danger of choking on chewing gum during gymnasium activities and the danger of discarding gum, candy and wrappers where they can cause slips and falls.

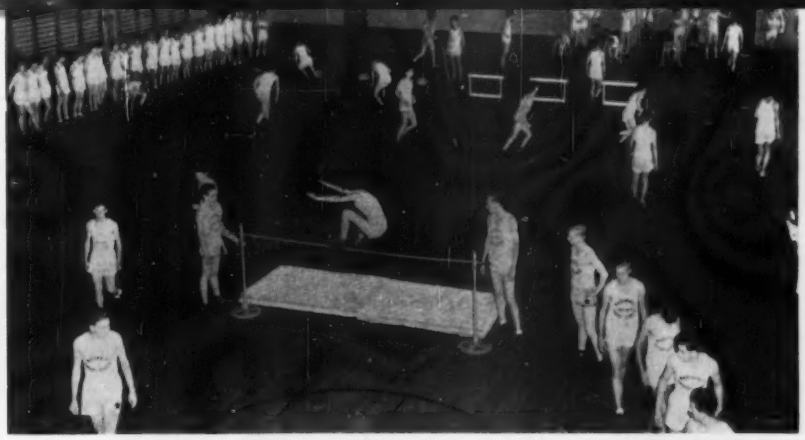
35. Place window poles where they cannot fall or be tripped over.

36. Use mats whenever possible. When you wish to cover a large floor area, place mats edge to edge. In some cases, it is wise to tie the mats together.

37. In showers and locker rooms, set down the following rules and see that they are observed by students:

a. *No running.*

b. *No standing on benches.*



A gymnasium well-planned for space and safety allows plenty of space so that various activities may be conducted at the same time with little danger of pupils playing one game getting hit by others working at other activities.

c. *No snapping of towels.*

d. *No swinging or hanging from bars or pipes in the shower room or locker room.*

Special Activities

38. To guard against injuries wherever they occur, it is imperative that the teacher meet his class in the locker room at the beginning of the period, and follow them into the locker room at the end of the period. This supervision keeps dressing time down to a minimum and prevents undesirable conduct which may result in accidents. The teacher finally dismisses the class from the locker room to the corridor when the bell for passing time rings. Locking the shower and locker rooms when they are not being used insures against dangerous horseplay or scuffling.

High Jump

39. When you demonstrate the high jump, stress the danger of falling backwards on the arm.

40. Do not allow students to jump in leather shoes. They should jump in gym shoes only.

41. Allow at least ten feet of clearance to the side and 20 feet beyond the jump standards.

42. Place standards so that the extended pin which supports the crossbar is away from the jumper.

43. Make a rule that pupils in charge of the crossbar must stand on the "take-off" side and check to see that students understand where to stand.

44. Inspect crossbars for dangerous splinters or sharp ends. You can prevent splintering by taping crossbar ends.

45. Keep the path of the jumper clear.

Hurdles

46. Place hurdles five feet from side walls or other obstructions.

47. Set the finish line 20 feet or more from the end wall.

48. When you have a group of beginners, use hurdles which have light, movable crossbars instead of swinging hurdles.

49. Inspect crossbars for splinters of sharp ends.

50. If you use the swinging type hurdle, leave it locked during practice so it will fall freely.

51. Rope off the hurdle lane in a crowded gymnasium.

Baseball

52. Make a rule that any batter who throws his bat in playground ball is automatically "out." Instruct players in proper bat handling.

53. Instruct all players that batters awaiting their turn in playground ball should line up on the side of the home plate facing the batter.

54. Prohibit all sliding into base.

55. Do not use either playground or hardball bats in gymnasium unless a small group is occupying the gymnasium alone and is directly supervised.

56. To avoid collision, instruct players to call for flyballs.

57. Show players how to catch baseballs above the waistline with fingers pointing upward; below the waistline with fingers pointing downward.

Basketball

58. Sufficient room and supervision should be available to permit basketball to be played without fear of collision.

59. Wall padding should be hung on the walls under baskets when the distance between the end line and the wall is under four feet.

60. Adequate "quick call" refereeing eliminates rough and unskilled play which causes accidents.

Climbing Ropes

61. Do not allow pupils to hold the lower end

(Continued on next page)

of a rope while another pupil is climbing.

62. Caution students against swinging on the ropes.

63. Keep students a safe distance from the lower end of the rope so that they can avoid being "flipped."

64. Warn students against overexerting themselves.

65. Do not allow students to hang or swing from the beam at the top of the rope.

66. Caution students to come down from the rope hand over hand. Sliding may produce friction burns.

67. Be sure to use mats in all rope climbing activities.

68. Permit only one person on a rope at a time.

Relays

69. Place teams far enough apart to prevent collisions between participants.

70. Set the finish line at least 10 feet from the end wall. This should be a chalk line; do not use walls or lockers for the finish.

71. See that the team is on the runner's right on the return run. The runner will then be able to pass the baton with the right hand.

Chinning Bar

72. Allow only one pupil at a time on the bar.

73. Always place a mat beneath the bar when it is being used.

74. Inspect the bar periodically.

75. The teacher should be especially careful to supervise this activity during free play.

Traveling Rings

76. Be sure that students use these rings only for traveling.

77. See that students travel in one direction only.

78. Do not permit excessive swinging between rings.

79. Do not allow twisting of the rings because it frays the rope.

Horizontal Ladders

80. Do not allow students to jump rungs.

81. See that all exercises are done in a hanging position.

82. Do not allow students to swing on the bar and then jump on the mat.

83. If students swing on the ladder with a forward and a backward motion, caution them that the dismount should always be made on the backward swing.

This data sheet was revised with the assistance of Miss Iris Boulton, Head, Girls' Physical Education Department, New Trier Township High School, Winnetka, Illinois; Fred V. Hein, Ph.D., Consultant in Health and Fitness, American Medical Association; and Francis C. Svarc, Supervisor of Safety Education, Chicago Public Schools.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at $3.89 each for one to nine copies.

The Unmet Needs

. . . of accident-prone children

A report on a two-year research project on relationships of unmet emotional needs to accident-repeating tendencies in children conducted at New York University.

THE child who has accidents repeatedly is an impulsive, physically active young person with many more unsatisfied emotional needs than the accident-free child. That is the finding of a doctoral study recently completed at New York University's Center for Safety Education.

The two-year research project was conducted by Mrs. Grace Ellen Stiles among 74 elementary school children, half of whom had suffered four accidents in four years and the remainder of whom were accident free during the same period. The NYU graduate student reported the results in her dissertation entitled "Relationships of Unmet Emotional Needs to Accident-Repeating Tendencies in Children."

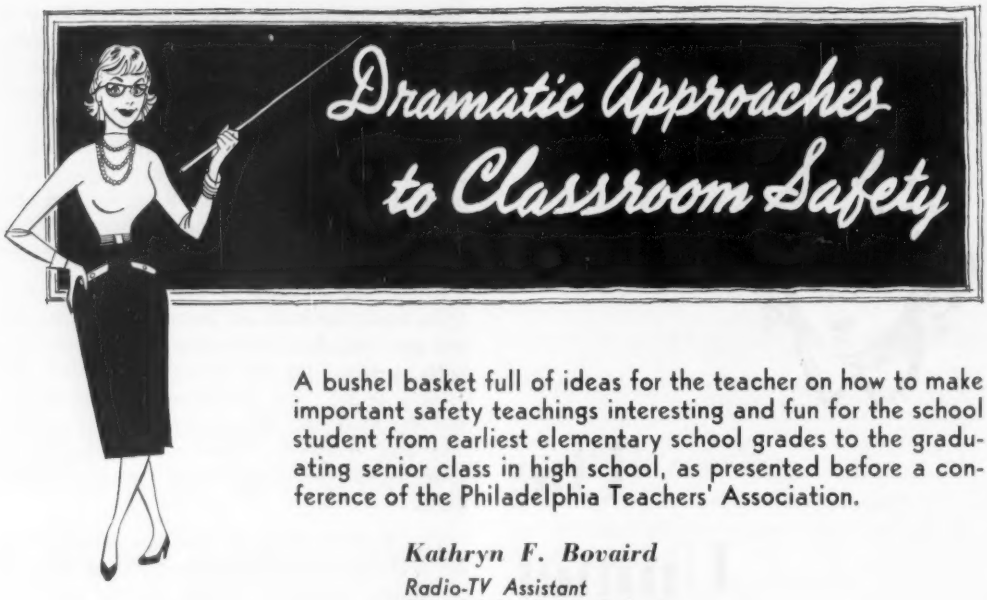
Dr. Stiles used a paper-and-pencil test of childhood wishes and desires and a psychological evaluation of figure drawings made by the children. Both tests disclosed that accident-repeating children have considerably more unmet emotional needs than those who are accident free. The most important of these unmet needs, Dr. Stiles states, were those for love and affection from adults, but also significant were the needs for economic security and self-respect and for a sense of belonging.

To focus the study on the emotional makeup and personal characteristics of the subjects, Dr. Stiles matched the two groups of children according to sex, age, intelligence, school grade, and the kind and amount of safety education they had received. Parents of the pupils in both groups were of similar socio-economic status.

The Van Pit Series-Wishes test showed that the accident-repeating children had a total of 62 unmet emotional needs, exactly twice as many as the accident-free children. The figure drawing analyses indicated that the accident repeaters had 121 unmet needs to 83 for the other group. Upon examining the mental health characteristics of the two groups, Dr. Stiles discovered that the accident-repeating children tended to behave immaturely, to be emotionally unstable, and to feel inadequate; they also worried over physical defects and displayed manifestations of nervousness in greater degree than the accident-free children.

Dr. Stiles believes that elementary school teachers can contribute to the mental health of their pupils and to the accident prevention program of the schools by helping children and their parents understand each other's needs and problems, thereby reducing the emotional stresses of the children. She specifically recommends that report cards become "a tool of communication so that home and school may move for the betterment of the child"—rather than a method of "informing" on the child.

Mrs. Stiles, who received her Ph.D from the New York University School of Education in June, is a graduate of the University of Southern Illinois at Carbondale. She received a master of arts degree from NYU in 1952. From 1950 to 1953 she taught at the Willowbrook State School, Staten Island, New York. She then went to the Millersville (Pennsylvania) State Teachers College, where she directed student teachers of the first grade. During the 1956-57 school year she taught in the Farmingdale, New York, elementary school.



A bushel basket full of ideas for the teacher on how to make important safety teachings interesting and fun for the school student from earliest elementary school grades to the graduating senior class in high school, as presented before a conference of the Philadelphia Teachers' Association.

Kathryn F. Bovaird
Radio-TV Assistant
Philadelphia Public Schools

A CHILD will not be a safer being because he *reads* about safety. He must be taught safe practices day in and day out. And we must use every device at our command.

Just as advertisers know the power of the dramatic word, picture and singing commercial, as governmental agencies have learned the importance of radio and television to get their points across, as the columnist knows that only if his writing is dramatic will it be read, and as script writers depend upon the conflict as suspense of drama—so the teacher needs to turn to the dramatic approach.

Dramatic play is that form of childish make-believe that centers around social experience. Since safety is part of every day's social experience, let's consider dramatic play as it leads to creative dramatics and creative expression.

Usually, we receive the child at the kindergarten level. And it is here that so-called play is turned into meaningful experiences.

At this age, the teacher initiates the activities. Pantomime is the best point of attack at this level. Children love to be rabbits, bears, elephants, turtles, birds and flowers. Through music—in songs, rhythms and play games—she can initiate her safety program. She puts new words to known tunes. She has songs acted out. Group activity comes first; individual activity will follow.

For example, one little song may be about the curb of the pavement. A strip of white paper on the floor can be the curb line. The play game and song will have to do with curb safety. Another stanza may deal with the traffic light. Then, toy automobiles, tricycles might appear. A cardboard policeman comes into the picture. From here the idea is to go outside to watch the policeman handle traffic at the corner. His hand signals can be studied. The adult crossing guard and a member of the safety patrol are possible visitors to the classroom.

From this simple sequence, the teacher goes on to creative dramatics. Stories are the best with which to begin. Later, safety "corners" can be set up with props. From these, the children will make up their own stories, which can readily be turned into plays. This gives opportunities for costuming, painting scenery, making sets. Naturally, each phase is very simple but can be most effective.

The teacher can introduce safety games. A ball is a good first prop. The ball that rolls into the street, the ball that hits someone. The idea of the ball going between parked cars can be set up with toy automobiles. This will bring up the problem of children who dart from behind parked cars or between cars or into the street at all.

The use of the socio-drama is most important. If a child pushes another while at the drinking fountain or in line at the wash basin, or going down the steps, or in many other situations, the infraction can be caught immedi-

ately by having the children act it out in the classroom.

Family situations are of great importance to the young child. Children can supply many situations involving the members of the family, including the pets.

As the children progress in safety consciousness in the lower grades, we introduce many more family situations. A doll's house is a jumping-off spot. Count the hazards found in each room; then those outside the house.

The use of the flannel board with cut figures of the family can afford a basis for quick lessons. Home made movies and cartoons are good devices. So are dioramas. Nursery rhymes provide a good framework for creative dramatics. Why not use Miss Muffett, Humpty-Dumpty and Jack and Jill?

A grab bag filled with suggestions written on papers often delights the children. On them put ideas for charades. On others, questions of the "What would you do if this happened?" type. Situations can be included, and acted out. Pantomimes and spoken words result.

"A Day with The Jones Family" will provide meat for many types of activity. Bulletin boards, posters, movies, plays—these are all possibilities.

Out of such activities, the teacher not only helps to make her pupils safety conscious, but she learns a great deal about them and their individual abilities. She detects the leaders, the ones who can think through situations, those with creative bents and individual talents.

When we consider the upper elementary grades and the junior high school, we go to different techniques. This is the age when mechanical things become important. Bicycles are a necessity. Public transportation is often used going to and from school.

Problems arise immediately. Crowding onto streetcars, into subway cars—behavior on all conveyances is part of the growing-up pattern of this age. Such problems must be met by the schools.

For example, a junior high school had a serious bus problem. As the students jammed the buses, adults were jostled or couldn't get on and complaints poured in. The students and their advisors took up the problems and worked out a solution. It was drawn, charted, and put before the student body, which agreed to abide by it. The trouble stopped.

Another school used this device. Still pictures were taken at the corners near the school, unbeknownst to the students. During a later assembly period, they were flashed upon the screen. Traffic violations, nonsense, foolhardy procedures showed up vividly. The offenders saw themselves in action. Panel discussions, meetings, personal contacts followed. *That* school became safety conscious!

Motion pictures taken and shown in the same way are most effective also.

Charting the neighborhood for its good safety aspects and pointing up accident hazards often forces authorities to make changes.

From junior high school age on, the automobile becomes the chief concern. The motor vehicle can be a lethal weapon and must be considered and handled carefully. The most constructive and forward-looking step taken is the course in driver education.

At this level, wide use of outside agencies is recommended. These include industries, civic organizations and governmental agencies. Men at the helm of such organizations are anxious to help. Consider the electric companies, the railroads, the fire and police departments, the automobile clubs, the judges of the courts, the city planners, the armed forces.

You should look into the causes of accidents and analyze them. Ask—

- *Why does anger often cause accidents?*
- *When a person has an emotional problem, he is often involved in an accident. Why?*
- *What makes a teen-ager speed?*

Older students can write excellent plays and radio scripts. Material for these can be obtained from the headlines in the newspapers. A hurricane, tornado, a freak snow storm, a flash flood, the man who falls asleep at the wheel, the child in the driveway, an explosion —all are grist for the mill.

The science behind safety is an important part of this subject. Demonstrations are excellent for assemblies. For example, the use of asbestos gloves, suits, etc., can be presented very easily. Consider how industry, the armed forces, police and fire departments depend upon scientists in this safety story. Films and field trips are advisable.

As you can see, the dramatic approach to safety will make vivid, lasting impressions. As teachers, we want each pupil to be so aware of his wanting to be safe and to keep others from injury that he will *stop* and *think* instinctively.

The young must lead the adults if we hope for safer homes, communities, cities and nations.

It's a big job—and we, the teachers, must do it!●

Making Di

Responsibilities for pupil discipline on school buses rest on a great many people besides the school bus supervisor, says the author. In this article, he gives what may be a new interpretation of the discipline problem in pupil transportation.

PUPIL discipline in transportation has become a serious problem in many schools. This article is an attempt to arrive at a better understanding of the causes and to suggest ways and means of attacking the problem to arrive at a solution.

All too often schools take the authoritarian approach to the problem of pupil discipline on school buses by piling prohibition upon prohibition. This only adds to the complexity of the problem. Perhaps more progress can be obtained with the democratic approach, stressing knowledge, understanding, maturity and the democratic process of pupil participation.

We cannot avoid setting up some basic rules and regulations, but these should not be mandated, autocratic prohibitions. Rather, they should be guides to good behavior, conduct and proper citizenship—to achieve the highest degree of safety in school bus transportation. Since safety involves knowledge, understanding and proper attitudes, it is reasonable to assume that pupil control and self-discipline involve these same factors.

The Philosophy of Discipline

The philosophy of discipline must be consistent with the general philosophy of the school. Behavior control should be a definite part of the educational program. The development of students into efficient and socially adapted individuals should be the major objective of discipline. The authoritarian philosophy characterized by habitual performance, stressing the importance of order and conformity, emphasis upon prohibitory rules and regulations, and use of inhibitions and punishments, is a fertile field for discipline problems, pupils who try to see how far off line they can go and still remain "within the law."

Many of our problems can be solved in a democratic way by:

a. freedom of choice between desirable and undesirable activities,

b. stressing the idea that education is growth,

c. avoidance of setting inflexible personality patterns and prohibitions,

d. attempting to seek the bases for control in the student himself and his relation to his environment,

e. precluding that knowledge, understanding and maturity are vital factors.

The Duties and Function of Those Responsible for Pupil Control in Transportation.

1. The administration, including the transportation officer.

a. Providing an up-to-date, wholesome and varied program of educational activities, both curricular and co-curricular, led by competent and interested teachers, as a preventive force to pupil misconduct.

b. Providing public school-owned transportation service, which has been proven, statistically, superior to contracted service.

c. Making definite attempts to shorten the bus routes and schedules.

d. Using greater selectivity in hiring bus

ipline Democratic

By Robert K. Mattern
Reading Senior High School
Reading, Pennsylvania

drivers, including carrying on a continuous driver education program.

e. Setting up, by democratic means, specific rules and regulations regarding conduct and informing *all* persons involved of these rules.

2. Responsibilities of the classroom teacher.

a. Remembering that good behavior is generally a result of the kind and quality of the educational offerings of the school.

b. Utilizing the bus trip as an educational experience, occasionally even for class participation.

c. Explaining to students, for reasons of safety, the need and purpose for establishing certain basic rules regarding proper conduct.

d. Promoting the school's safety program by conducting bus drills at loading docks.

e. Teaching respect for the driver and pride in keeping buses neat and clean inside.

f. Assisting in sponsorship of buses in the "extended school" use activities.

3. Responsibility of the school guidance counselor.

a. Even though he is not a discipline officer, he aids in the effective school adjustment of pupils. As the sponsor of the student council he promotes leadership qualities in students and encourages students to formulate their own code of proper conduct.

4. Responsibilities of the school bus driver.

a. He must realize that he is a teacher, in effect. His behavior will have an influence on pupils, as a teacher's behavior has influence upon them.

b. He must be able to use good judgment when dealing with pupils and the public.

c. Experienced and qualified drivers reduce the possibility of boisterousness on the part of the pupils.

d. The bus patrol, which is subordinate to him, should be used to best advantage in maintaining order.

e. The driver should be interested in his job, capable, and he must like children.

f. His speech and actions must not negate the instructional program of the school.

g. He must be courteous to parents and motorists.

h. He should report serious offenses to the proper authority before they get out of hand.

5. Responsibilities of pupils, pupil organizations and the school bus patrol.

a. The youth organizations in the school should take a position of leadership in developing and promoting standards of good behavior and conduct.

b. The pupils must fully understand the stated rules and regulations and their significance to safety, as well as have a part in formulating these rules. Safety and good conduct go hand-in-hand. Good citizenship and respect for property are synonymous.

c. Pupils should show respect for and have confidence in the bus driver and bus patrol.

d. Students must fully realize that penalties will be invoked for improper conduct.

6. Responsibilities of the parent.

a. See to it that the pupil gets to the bus stop on time daily.

b. Be familiar with bus rules and regulations and stress them at home occasionally.

(Continued on page 39)

Top: Thaddeus Stevens principal Grace K. Kemp administers the safety patrol oath before an assembly of the school. Below: Edward Maxwell, right, patrol captain, reviews patrol honor selections with Louis Pretcher, sergeant, left, and Wayne Marshall, lieutenant.

. . . *in Philadelphia, Pennsylvan*

Don't Fo

Three educators from widely separated parts of the country agree that safety patrol morale must be kept high. Here are their ideas on how to do it . . .

The Authors:

By William Jakad
Consultant, School Transportation, Driver Education and Safety
Central Michigan College
Mt. Pleasant, Michigan

By Maxwell Kushner
Safety Patrol Sponsor
Thaddeus Stevens School
Philadelphia, Pennsylvania

By Joseph F. Volpe
Safety Coordinator
Pumpkin Delight School
Milford, Connecticut

THE Thaddeus Stevens School's safety patrol force has been awarded National Safety Council Honor Roll listing for three consecutive years. Our patrolmen take duty at some of the most heavily trafficked intersections in the city of Philadelphia. Our student body arrives at school via subways, buses and trolley cars from all areas of the city. We feel extremely pleased with the fine safety record established in our school.

As the sponsor of the safety patrol for the last six years, I have taken great pride in the selfless job our boys do in safeguarding the lives of children.

What are the motives for effective patrol membership? Yes, the boys are proud of their Sam Browne belts and the authority and status those belts carry. But these devoted youngsters need more than outward signs. They need an inner glow of importance which does not come only from membership but from recognition by the community, teachers, parents and classmates. They must be buoyed by praise if we expect them to maintain a level of efficiency, day in and day out, in all kinds of weather and from the numerous temptations for neglecting duty.

The best safety patrol functions not from the constant supervision of authority but because of pride in rendering a service. We sponsors can't supervise all patrol operations daily, and we therefore delegate the supervision to patrol officers. We know these boys are subject to the same childhood whims as their peers, but holding fear of recrimination over them is no way to maintain a level of morale consistent with good operation. Patrol functions soon disintegrate if we fail to build patrol prestige. With this, patrols behave, not because they are being watched, but because it is the proper thing to do.

How can you develop this prestige factor in your school?

(Continued on page 26)

;et to Praise Them!

. . . *in Mt. Pleasant, Michigan*

EACH YEAR, Central Michigan College honors the safety patrol members of its service area with a Patrol Rally Day. The Day is held on campus on a Saturday during the football season.

Central Michigan College is a small school of 4,000 students, located in the center of a largely rural area. Through its field services, its facilities and staff serve 38 counties.

Four years ago, the idea of a special recognition day for deserving school patrol members was originated at the college, with the cooperation of the Automobile Club of Michigan. All too often children in the rural areas do not enjoy the privileges of their city cousins. In many cases, they are left out of special events. The Rally Day is our way of saying "Thank you" to a most deserving group of children from central and lower northern Michigan. Recognition at this age may help in developing the type of citizens who, as adults, may well be the leaders of their communities, state and nation.

The first recognition day attracted about 400 safety patrols from five counties. Each year the group has grown. Last November, 1,200 patrol members and sponsors attended the celebration. Twenty-five of the 38 counties in the college area sent representatives to the affair.

Our Rally Day schedule consists of a safety assembly at the college auditorium, a luncheon at one of the large college food commons, and a football game where the patrols and their sponsors attend as guests of the athletic department.

This year, the assembly featured a Detroit policeman-ventriloquist and his dummy, Jerry McSafety, who gave a humorous safety presentation. Greetings from the college vice president, group singing, a message from the safety patrol consultant of the Automobile Club, a roll call of the counties represented, and a showing of the Walt Disney film, "I'm No Fool on a Bicycle," made up the balance of the program. One of the college cheer-leaders made a big hit by teaching the patrol members sev-

(Continued on page 26)

Right: Safety patrols line up at the milk bar during lunch at Central Michigan College on Patrol Rally Day.
Below: Some 1,200 patrol members from 25 Michigan counties learn about safety during morning assembly.

Above: Safety patrols and their sponsors whoop it up at the football game, to which all were invited as guests of the college on Safety Patrol Rally Day.

Left: Sgt. Wayne Fernelius of the Detroit, Michigan, police department and his "co-worker," Jerry McSafety, who entertained the safety patrols and gave them some new tips on safe practices too, at the assembly on Saturday morning.

. . . in Mt. Pleasant, Michigan

eral college cheers. Their response "raised the roof" and provided a much-needed energy release half-way through the program.

The patrols were also an enthusiastic rooting section at the game and helped cheer Central Michigan's football team to victory.

The college and the Automobile Club of Michigan, co-sponsors of this yearly gathering, are most enthusiastic about the benefits the children derive from Rally Day. They've already set the date and are making plans for a bigger and better event next fall●

in Milford, Connecticut . . .

AT Pumpkin Delight School, our safety patrols use a "ticket" system for reporting safety rule violators' offenses and requesting correction of the violations. And the idea has been favorably accepted by our students and teachers. In particular, the system has developed an enthusiasm which has been beneficial to the development of morale and dignity in the safety patrol.

The idea is related to that of the ticket system which our police force uses. The safety patrol member fills out the ticket with the date, his own name, the violator's name, and the violation committed. The tickets are then kept by the officers of the patrol until a violator has accumulated three tickets. Then he is requested to appear before a safety council consisting of the principal of our school, the safety coordinator and the patrol officers●

. . . in Philadelphia, Pennsylvania

The sponsor must speak constantly of the significance of patrol service. He should take every opportunity to point with pride to a patrol member's exceptional performance of duty. Compliments should be given freely. The seriousness of the job should be emphasized and devotion to duty lauded.

The appearance and manners of safety patrol members should also receive attention. Assembly presentations are helpful in emphasizing the value of the patrol's function. Patrol members should be encouraged also to visit classrooms. Home and school associations can show their appreciation by various means. Whatever means used should be handled as a recognition of fine service and not as a mere gesture.

A patrol bulletin board showing a list of weekly honors awarded for a job well done should be prominently located. The entire atmosphere of patrol operation should be pervaded with praise for the members of the patrol. Not only does this benefit the patrol, but it carries over into the pupil's total social development—service for the sake of service rather than service for the sake of reward makes the best citizen.

Making the patrol a position of trust and dependability cannot be done unless all teachers, administrators and sponsors continuously give these devoted youngsters the feeling of prestige. Every opportunity for recognition of patrol service should be utilized. In this manner, we will see a contagious spirit of pride in and acceptance of the safety patrol develop within the school environment●

MARCH 1958

Lower Elementary

safety lesson

S-1128-A

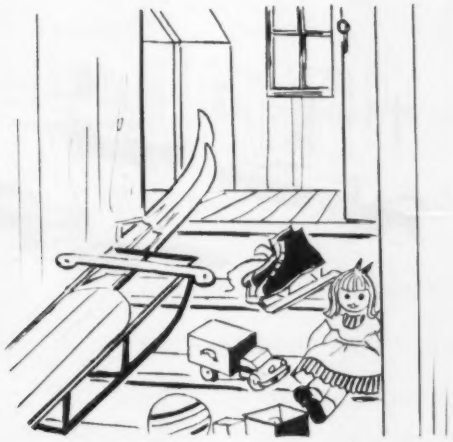
Taking Care of Our Toys

Circle the pictures that are the safest. Tell why you didn't mark the others.

1.

2.

3.



4.

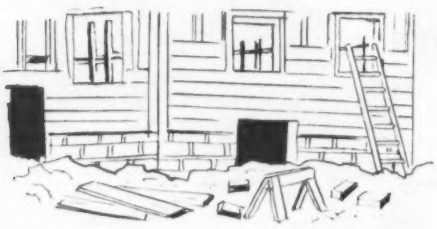
Teacher: Elicit: Pictures 1 and 4 are safer. In picture 2, the children are flying kites too close to high tension wires and the street, stepping out without looking for approaching traffic. In picture 3, steps to attic are littered with toys. Anyone may take a fall either going up or coming down them.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

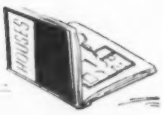
Satisfying Our Curiosity

Curiosity is good, but we need to know safe places in which we learn new things. In the pictures below, circle the pictures that will show us how to learn new things without getting hurt.

1.

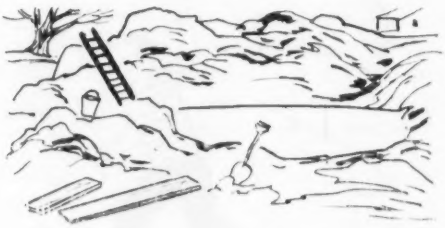


2.



3.

4.



Draw a picture of yourself playing in the picture below that shows the safest place to play. Tell why you chose the picture that you did.

S-1128-A

MARCH 1958

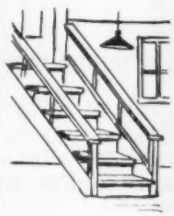
Upper Elementary

safety lesson

A Matching Test

Match the correct picture with the sentence. Place the number of the matching picture next to the sentence.

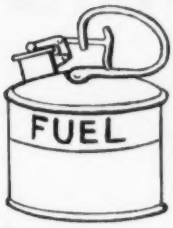
1.


2.

3.

4.

5.

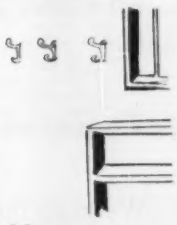


6.

7.

8.

9.


10.

_____1. This is a good place to store our skates, skis and sleds now that summer is on its way.

_____2. We'll have fun and be safe if we fly our kites and model airplanes here.

_____3. We never use this on our kites.

_____4. We always wear these when we fly kites.

_____5. This is the correct amount of fuel to keep on hand for flying model airplanes.

Answers: 1-10; 2-3; 3-1; 4-8; 5-4.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

Playing Baseball

Circle the correct statements. Why did you not circle the others?

1. We use a baseball bat only when hitting a ball.

2. After we hit the ball, we drop the bat to the ground. We never sling it.

3. We play ball in any place where we can find the space we need.

4. All spectators at a baseball game should be behind the backstop.

5. We wear long, heavy stockings to prevent leg abrasions when we slide into a base.

6. Sunglasses should be worn when the sun is shining and we are playing ball.

7. An infield player has the responsibility of avoiding collision with a base runner.

8. We play ball in an area that is set aside for the game.

9. We keep dogs off of the baseball diamond.

10. We do not ride our bicycles on the baseball diamond.

Some Things to Do

1. Draw a picture of a boy or girl, who wears glasses, properly dressed for a game of baseball.

2. Draw a picture of a good place for a baseball game.

Answers: Circle numbers 1, 2, 4, 5, 8, 9 and 10.

Junior High School

SAFETY LESSON

S-1129-A

Excursions

Plan Carefully

Look at the poster picture. It looks like the students are headed for a good time as well as an educational experience. Field trips and excursions are fun—*if* they are planned carefully.

What are some of the things you should think about when a trip similar to the one in the picture is being planned? Listed below are some of the areas you should plan safety rules for, if you want a safe trip. Fill in at least two rules for each area of safety.

Example

Area
Time

1. Get to the bus on time, so the driver won't have to drive fast to make up for lost time.
2. Allow a "margin of time" in your schedule for unexpected events, such as bad weather, that might slow you down.

A. Behavior On Bus

1. _____
_____
2. _____
_____

B. Baggage For Trip

1. _____
_____
2. _____
_____

C. Clothing For Trip

1. _____
_____
2. _____
_____

D. Noise

1. _____
_____
2. _____
_____

E. Bus Safety Equipment

1. _____
_____
2. _____
_____

Answers: A. Once the bus starts, stay in seats; don't put arms out windows. B. Make sure that all valises and bags are fastened securely; place baggage in a safe spot where it won't fall on anyone or trip anyone. C. Take along extra clothing in case of rain; take proper clothing for the place you'll visit. D. Don't talk to driver needlessly; when driver needs aid in backing, appoint one person in back seat to help him—others keep quiet. E. Know beforehand where the emergency door is; know where safety equipment—fire extinguisher, first aid kit—are located.

Help Others

Discuss other major areas for which safety rules can be developed in regard to excursions and field trips. List the areas and write safety rules under each area. When you have finished your first draft, check with the safety people in your community to see if you have covered all the major areas.

After checking, re-write your safety checklist and entitle it "Field Trip Checklist" or "Excursion Checklist." Have the finished copy mimeographed and placed on file in the principal's office for groups who want to plan safe trips. Write an article for your school newspaper describing what you did and informing the student body about the availability of the checklist.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.

What Causes Accidents?

In the picture shown above, 26 children were injured, five of them seriously, in a school bus crash near Columbus, Ohio. Do you know what caused the crash? Can you guess? Write down what you think are five possible causes of this tragedy. After everyone has finished, summarize the possible causes on the board. Then check the real cause shown on the bottom of this page. Probably no one in class listed the actual cause of the accident—and that's how accidents happen! The least expected incident can cause an accident. What safety rule was violated in this case?

Other Transportation

Not all field trips or excursions are taken by groups on busses. Sometimes trains are used, and sometimes individuals go by airplane. See how safety-minded you are by completing the following safety rules for the type of transportation indicated.

Train Travel

1. Always stay behind the line painted on the station platform, because a passing train might _____

_____

2. Don't cross between _____ while the train is in motion because _____

_____

3. Be sure baggage is _____ because _____

4. Don't put arms out _____ because _____

_____

(The driver lost control as he tried to keep musical instrument from steering wheel.)

Airplane Travel

1. Always stay off the _____ until you are given permission to board the plane because _____

_____

2. There is always a seat for everyone, so don't _____ up the loading stairs because _____

_____

_____

_____

3. When told to by a lighted sign or a stewardess, fasten your _____ because _____

_____

4. When in flight, don't walk about unnecessarily, because _____

_____

Walking

1. When you visit a place that is unfamiliar to you, pay strict attention to all signs because _____

_____

2. Learn to recognize the _____ snakes and plants of your area before you go on a hike, because _____

_____

3. Find out before you visit an industrial plant if you should wear certain kind of clothing (slacks for girls, etc.) because _____

_____

_____

_____

4. "Horseplay" is never safe and has no place on a field trip because _____

_____

Answers: (Trains) *1. Draw you against the train. 2. cars; a sudden jolt can throw you off-balance. 3. stored carefully; falling baggage is a safety hazard. 4. windows; passing train may knock them off.*
(Airplanes) *1. Field; other planes or baggage loading vehicles may hit you. 2. Rush; you might slip on metal steps. 3. Safety belt; a sudden jar may cause you to crash into the seat in front of you. 4. A sudden drop may throw you off-balance.*
(Walking) *1. They warn you of dangerous areas. 2. Poisonous; proper precautions may then be taken. 3. Moving machinery may make certain clothes hazardous. 4. Unfamiliar surroundings make it doubly dangerous.*

Senior High School

SAFETY LESSON

Excursions

Be Happy *All* The Way!

The students in the poster picture above are a happy group—they are looking forward to the trip for which they worked many years. It should be a happy trip, but lack of planning for safety could make it a disastrous one. Why not be happy *all the way* by planning for safety?

Check Your Knowledge

Listed below is a series of words describing areas, places, or things in a bus. See how safety-minded you are by writing one safety rule (there may be several) for each word or phrase.

1. *Aisle* _____
2. *Windows* _____
3. *Driver's Area* _____
4. *Emergency Exit* _____
5. *Baggage Rack* _____
6. *Seats* _____
7. *Handrails* _____
8. *Entrance Step* _____
9. *Safety Equipment* _____

Add other areas you may think of and write safety rules for each area. When you have finished, pool your information and discuss the entire aspect of bus safety. Summarize your work by writing a complete set of safety rules for bus travel.

Answers: 1. Keep aisles clear. 2. Don't stick out arms. 3. Keep clear of baggage and passengers. 4. Don't tamper with exit. 5. Load carefully. 6. Don't crowd. 7. Hang on when walking. 8. Keep clear when bus is in motion. 9. Know location.

What About *You?*

Although you may know all the safety rules for areas in a bus, the most important safety factor is—*you!* How should passengers act on a bus? What are some of the rules of behavior that should be followed? Listed below are some rules of behavior that will help make any excursion a safe and happy one.

1. Keep noise to a minimum so that when the driver speaks, everyone can hear him.

2. If you notice something that isn't safe, tell the driver immediately.

3. Be on time. Don't hold up the traveling schedule thereby causing the driver to try to make up for lost time.

4. Appoint a student in the back seat to be the one to furnish any needed aid to the driver when he is backing up.

5. Stay seated until the bus stops.

6. When unloading, don't crowd and push. Let those seated nearest the door leave first.

7. Don't throw things. A flying paper airplane hitting the bus driver's eye, can wreck the bus.

8. Don't indulge in "horseplay." The bus is not a place for pushing, shoving, or "fooling around."

Add other rules of behavior that you think are important. Remember, no trip is safe unless *you* act wisely. Think *now* and develop a complete list of behavior rules for safe trips.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.

The "Travel Age"

In this modern world, means of transportation are developing rapidly. Not too long ago, anyone who traveled by air was looked upon with awe. Now, air travel is very common. Trains are constantly developing new services for passengers, such as glass-domed observation cars. Buses now have a second "deck" for greater visibility. Yes, this is an age of travel, and the tendency is toward greater speed and safety. Yet no one can be really safe unless he knows the rules to follow. Test your knowledge of safety in the following areas of transportation by completing the following sentences:

Airplane

1. Observe and obey the "no smoking" signs on the air field because _____

2. Don't go on the field until you are given permission because _____

3. Always have your safety belt securely fastened when the airplane takes off because _____

4. In the airplane, obey the "no smoking" sign when it flashes on because _____

Train Travel

1. Crossing from car to car while the train is moving is dangerous because _____

2. Don't pull any dangling cord because _____

3. Wait until the train stops before getting off because _____

4. Store your baggage securely because _____

5. When waiting at the station, stay within the boundaries provided because _____

Answers: (Airplane) *1. The re-fueling of other planes causes a fire hazard. 2. Baggage cars and taxiing planes may hit you. 3. A sudden jolt could throw you into the seat in front of you. 4. If the plane "crash-lands," spilled gasoline causes a fire hazard.*

(Train) *1. A sudden turn can cause you to lose balance. 2. It may be an emergency cord, causing the train to stop suddenly. 3. You may misjudge the speed and have a bad fall. 4. Falling luggage is dangerous. 5. "Third rails" and other dangers may harm you.*

Field Trips

In our modern program of education, classes often take field trips to study first hand what they read about in books. What rules do you think should be followed on a science field trip through the woods? Listed below are some clues for safety rules for such a trip. Write the rule for each clue, and add other rules you think are important.

1. *Clothing:* _____

2. *Time:* _____

3. *Drinking Water:* _____

4. *Poisonous Insects:* _____

5. *Dangerous Animals:* _____

6. *Railroad Property:* _____

7. *Poisonous Snakes:* _____

8. *Rivers:* _____

9. *Heavy Brush:* _____

10. *Caves and Tunnels:* _____

Plan all trips carefully—whether for a single day in the woods, or for a five-day trip to Washington. Make your trips safe by planning *BEFOREHAND!*

Answers: 1. Wear comfortable and appropriate clothing. 2. Don't go so far that you won't be able to return before nightfall. 3. Don't drink from streams and abandoned wells. 4. Check the more accessible parts of the body—neck, ankles, etc. —every so often for insects. 5. Don't trespass on railroad property. 6. Check pastures for bulls before crossing. 7. Know the poisonous snakes of your area and carry a snake bite kit. 8. Don't walk along overhanging banks. 9. When traveling in heavy brush, leave enough space between students to avoid branches snapping back into eyes. 10. Stay out of unsafe caves and tunnels.

Views AND REVIEWS

New Films

The Society for Visual Education has added three new filmstrips to the Go Safely Series. These are *Safe and Sound At School, Safe and Sound At Home,* and *Safe and Sound Along the Way.* All are in color, averaging between 35 and 38 frames each.

Two puppets, "Safe" and "Sound," illustrate safe practices for primary school children—at school, at home and on the streets. Prints can be purchased from SVE, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

Psychological factors in traffic accidents are examined in two new releases, one by Progressive Pictures, the other by Sid Davis Productions.

Progressive Pictures' 11-minute, black and white film, *The Human Factors In Driving,* brings to the attention of the experienced driver the unconscious bad habits, plus some of the physical factors, which can cause accidents in driving. Among the emotional states pictured are anger, stress and the competitive urge. Unconscious bad habits include driving a little over the speed limit, not observing stop signs and other traffic signals, following too closely. Physical factors include fatigue and highway hypnosis, eating habits, general health. Development of good driving habits to the point where they become unconscious, plus control of emotional states and physical limitations, are stressed.

What Made Sammy Speed?, the Sid Davis release, is an inquiry into reasons behind the excessive speed habit which led to the death of the teen-ager involved. The juvenile officer tries to find the reasons for the habit by talking to the boy's father, his teachers, friends and employer. Although no final conclusions are presented in the film, the reaction of the boy to the people around him and their reactions to him bring out many factors which could have contributed to his speed habit.

The film is ten minutes in length and available in black and white or color. Prints can be purchased from the producer at 2500 S. La Brea, Los Angeles 16, California.

The first film can be purchased from Progressive Pictures, Inc., 6351 Thornhill Drive, Oakland 1, California.

A film on the dangers of television picture tube implosions (inward rather than outward explosions) has been released by the Engineering Extension and Experiment Station of Iowa State College. Entitled *Television Picture Tube Implosions,* slow motion shots show how tubes implode. Precautions for the housewife, repairman and distributor are given. The dangers of discarded tubes which have not been made safe are illustrated (especially for children who might play around them). Some information on the type of camera and technique for making slow motion shots is given at the beginning of the film.

The production is in black and white, runs eight minutes, and can be purchased from the Iowa State College Engineering Extension, Ames, Iowa.

Source 20 (British Information Services) has discontinued the distribution of films in the U. S. Some titles were leased by other organizations and, for the life of these existing contracts, will still be available. The distributors are Encyclopaedia Britannica Films, Inc., McGraw-Hill, Coronet Instructional Films, International Films Bureau, United World Films, Inc., Brandon Films, and Eastin Pictures.

***Tomorrow Is Too Late*, described on page N-7 of the *Directory*, is no longer available from source 56 for either rental or purchase.**

Source 2 (Aetna Life Affiliated Cos.) has withdrawn their production, *Toward A Generation of Safer Drivers*, and replaced it with *Teach Them Now*.

Two new Sid Davis Productions releases are *Highway Pioneers* and *Where There's Smoke.* Both are motion pictures running ten minutes, available in either black and white or color, and can be purchased from the producer, 2500 S. La Brea, Los Angeles 16, California.

The first film traces the evolution of automobiles from some of the earliest models to present day types. The problems that have arisen through the increased use of cars (accidents, bad highways, traffic congestion) are discussed. Driver education as a preventive of accidents is stressed.

Where There's Smoke is for the elementary school child. It teaches fire prevention in the

(Continued on page 39)

BULL

Above: Dangerous playthings! Four different kinds of blasting caps are shown, all equally dangerous in untrained hands. Small and harmless looking, the caps are powerful enough to blow off a curious youngster's hand or blind him for life. Blasting caps are vital tools to farmers and in construction work, but children should be cautioned, "Don't touch blasting caps!"

a word about blasting caps . . .

BLASTING caps play a most important role in our economy. Little of today's construction could be accomplished without them. But in untrained hands, they're dangerous.

Every year scores of children are injured while playing with blasting caps, the Institute of Makers of Explosives warns. Some youngsters lose fingers or hands, others are blinded. Some are killed.

The picture printed above has been called "a handful of destruction," and it is just that for those who are unaware of its potential danger. Blasting caps are designed to explode dynamite and are loaded with powerful and sensitive explosive charges for this purpose.

There are two types of blasting caps. One has an open end and is fired by the flame from a fuse. It is about one and one-half inches long. Another type, the electric blasting cap, has two wires extending from one end so it can be fired by electric current. Both kinds may be recognized as small metallic cylinders, made of either aluminum or copper and about the same diameter as a lead pencil.

A special kit is available for teachers who wish to help in the campaign to protect boys and girls from injury by blasting caps. It consists of a new 15-minute, 16mm. color film called *Blasting Cap—Danger,* a teacher's guide, study discussion sheets, posters, and a display board on which dummy blasting caps are mounted. The board gives the students a good view of the different kinds of caps. This is important, for the ability to know a cap at sight is a vital part of the Institute's safety program.

The film was produced especially to appeal to children in the third to tenth grades. It dramatically depicts the danger of playing with blasting caps and gives practical suggestions for avoiding accidents from this source. Scenes of dynamite in action, doing important jobs in agriculture and industry are shown in full color. But as the story unfolds it drives home the warning: "Don't Touch Blasting Caps! One of them can cripple or blind you for life."

Prints of the film and the kit are available from the Institute of Makers of Explosives, 250 East 43rd Street, New York 17, N. Y. There is no charge.

B & O names "safe railroader" . . .

Kenny DeBlieu, five and one-half year-old in Wilmington, Delaware, has been named the Baltimore and Ohio Railroad's "Safe Railroader for 1958."

B&O's Safe Railroader

Posters with Kenny's picture on them were distributed throughout the B & O in January, and his picture will shortly appear on the cover of *Alert,* safety department publication.

Kenny's father is an engineer with DuPont. His grandfather is an assistant road foreman of engines for the B & O at Parkersburg, West Va.

Boston puts safety on the air . . .

For the 19th consecutive year, a series of radio programs on safety is being brought to the people of Boston by the Boston Public Schools.

The series, broadcast every Sunday morning from October 6 to June 22, gives Bostonians an opportunity to hear what type of safety education is being taught in the schools as well as to re-inforce learnings of safety facts and improve

LATE NEWS OF SAFETY ACTIVITIES

attitudes. Each half-hour program is conducted by the pupils of a different school in the system.

The series, running as it does through fall, winter and spring, programs the seasonal hazards as well as general safety.

moral responsibility will cut toll . . .

Unofficial reports indicate that more than 1,100 lives may have been saved in traffic in 1957 over the previous year.

The downward trend in traffic fatalities began in December, 1956, the month in which the current national *Back the Attack on Traffic Accidents* campaign was launched, and has continued in an almost unbroken line for 13 months.

This evidence that the traffic toll *can* be cut supports the premise that improved official traffic programs, backed by an aroused public, can eventually solve the growing problem of congestion and accidents. It also points up 1958 as the "decisive year" in traffic safety. Can these gains be fortified and improved further?

A growing influence which may provide a positive answer is the recognition of the moral aspect of traffic responsibility. While many clergymen and lay religious leaders have stressed the need for the moral concept in the past, their efforts are now being welded into one strong, persuasive voice for safety, with the establishment of a Church Safety Activities Division in the National Safety Council.

At the four regional traffic safety conferences of the President's Committee for Traffic Safety, religious leaders will, for the first time, take their place with other civic and business leaders in exploring ways to improve traffic safety. Many states and hundreds of communities have already successfully held "Traffic Safety Sundays" and "Weekends."

Moral Responsibility is the Spring theme of the National Safety Council's *Operation Safety* program, published in TRAFFIC SAFETY Magazine. The addition of a new and potent force for traffic safety this year, the *Boy Scout Safety Good Turn of 1958,* makes this an opportune time for all safety forces to join together in an effort to make morality and religion more a part of our daily lives by applying it to our traffic responsibilities.

correction . . .

The poster sketch pictured in the March, 1958, Upper Elementary Safety Lesson which was distributed to schools which ordered them was incorrect. The correct poster sketch for March is the one pictured on the Lower Elementary lesson. The order number of the March poster, titled "Was It Your Fault?" is S-1128-A.

spring brings refrigerator menace . . .

One hundred and thirty-one children have been suffocated in abandoned refrigerators since 1946, according to *Refrigeration Service and Contracting,* national magazine of refrigeration and air conditioning sales and service.

Worst year of all was 1953, when 30 little boys and girls met death by hiding in aban-

(Continued on next page)

SAFETY PATROL
RAINCOATS

With Distinctive
PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• PATROL SUPPLIES
Patrol Badges, Belts, Armbands, Flags, Headwear, Footwear.

• CROSSING GUARD
Raincoats, Stormcoats, Headwear. Belts and Badges.

Samples on Request

WRITE FOR SAFETY PATROL BROCHURE

Conney Products Co.
FOND DU LAC, WIS.

Bulletins

(Continued from page 37)

doned refrigerators and ice boxes left on back porches, in basements, back yards and vacant lots. In 1946 only two children suffocated, but in 1957 six children died in this tragic way.

Children should be warned to avoid these death traps and to watch that little tots don't get into them. A safety education data sheet on this subject, *Hazards of Discarded Ice Boxes and Refrigerators,* Number 62, is available from the National Safety Council for a small fee. It describes the time of the year in which these accidents are most frequent, how to make discarded ice boxes and refrigerators safe, and how community action can be mobilized to stop this menace. The data sheet was written with the cooperation of the Household Refrigerator and Farm and Home Freezer Sections of the National Electrical Manufacturers Association.

Subscribers to SAFETY EDUCATION: Apply for NSC Membership Now!

Schools and individuals subscribing to SAFETY EDUCATION Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application below, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1958, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.*

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name_____

Title_____

Street Address_____

City and State_____

The subscription is in the name of

_____

(School or Individual)

Is Your School Prepared for Atomic Attack?

(Continued from page 9)

March, April and May, school months in which tornadoes are most likely to occur.

Planning to meet man-made disaster has not been quite so simple an operation. First of all, civil defense officials have determined that the only real safety measure possible in event of an air attack in the Topeka area will be the complete evacuation of the city to a safety zone some 25 miles outside the target area. Planning for such a project required two major steps by school officials.

The first step was to provide "receiving centers" at a safe distance outside the city for each of the schools.

Each school principal, with the help of a committee of parents, made arrangements with some organization in a community at least 20 miles from Topeka to handle the receiving center. This center of necessity must be along the particular civil defense evacuation route that serves the school district.

The center, usually a church, school, or other public building, will house the students of a particular school until such time as parents and students can be re-united after an attack. Parents are fully informed of the evacuation plan and the location of the receiving center for their children.

The second step was to provide transportation at each school, in the event of an air attack during school hours.

Each school principal, with the help of his P.T.A. committee has secured enough vehicles and drivers to evacuate his schools. Transportation has been obtained from the homes in the district, or from downtown areas whose traffic patterns during evacuation run near the school. Extra cars have been provided in every instance.

Evacuation routes throughout the city have been clearly marked with special Civil Defense signs. Evacuation vehicles have been provided with Civil Defense stickers.

No students will be permitted to leave their school in an evacuation emergency because of the danger of crossing crowded streets. Certain areas are designated at each school for loading students.

The coordinator of civil defense will determine the necessity for any evacuation. If this decision is made, civil defense sirens throughout the city will sound, and the drivers will report immediately to their assigned schools to pick up their specified loads and proceed along a designated route to the evacuation center●

Making Discipline Democratic

(Continued from page 23)

c. Show respect for and speak well of the driver.

d. Realize that bus transportation is a service and a privilege, not a right to which the child is entitled.

e. Support the administration when disciplinary steps must be taken.

f. Assist in bus chaperone duty if called upon to do so.

Other facets of pupil discipline and conduct involve pupil control on the grounds or in the building before the regular school session begins, both in the morning and sometimes after school in the afternoon. Many of the principles mentioned previously also apply here.

Additional problems arise in connection with the "extended" uses of buses, the non-routine use of buses of transporting pupils on field trips, to athletic contests and on excursions. It is important to keep in mind that adequate supervision by adults is most desirable, either by using teachers, coaches, parents or P-TA members as chaperones or sponsors of the bus trips.

The democratic approach to pupil discipline, with emphasis upon knowledge, understanding, maturity and democratic processes through pupil participation is well worth trying. In addition, all persons concerned with pupil transportation in the school system must recognize their full responsibilities in helping to solve the problems of pupil control in school bus transportation●

Personnel Protection . . . *Our Responsibility*

(Continued from page 11)

recognize, evaluate and *control* the hazards of the environment in which they *work, play* or *live.* If we review this definition, we see that such a purpose involves both on-the-job and off-the-job safety.

You can begin immediately to recognize your hazards by requiring that all employee accident reports be sent to the office of the person delegated the responsibility for employee accident prevention and control.

That office can begin immediately to *evaluate* hazards as to the agency which was the proximate cause of the accident. Analysis of reports will reveal the accident source and the nature of the injuries.

The *recognition* of the hazards and the *evaluation* of resultant causes of your accidents will immediately suggest *controls* which must be established to prevent similar occurrences of the accident.

The above three criteria for the *evaluation* of your immediate program will pin-point the occupations where you will need to place emphasis in your long-range approach to a program of training and safety education.

Experience in accident prevention has shown that we can reduce on-the-job accidents to a fraction of what they were. At school districts, why should we not profit and benefit by the experience of industrial accident prevention?●

Views AND REVIEWS

(Continued from page 35)

home by telling the story of Johnny and his family the day after their home has burned to the ground. How the fire started, what could have been done to prevent it, the fire department in action (dramatic rescue of family dog adds entertainment) make up the plot. Sequences of the fire engines rushing to the scene, the firemen and hose in action along with the excitement of such occasions should make the film appeal to the audience intended.

Two films for elementary school children on pedestrian safety are *Be Your Own Traffic Policeman* and *Crossing the Street Safely.* Both are in color (or black and white) and use semi-animation combined with live action.

The first tells children that although the policeman is there to help and protect them, they must take some responsibility for their own safety when crossing streets. By mentally picturing themselves as traffic policemen, they can develop safe walking habits. Imaginary policemen stop them from breaking rules of safety. The films run 11 minutes and can be rented or purchased from Portafilms, Orchard Lake, Michigan.

The second film was produced by Milner Productions and teaches children the basic rules for walking and playing by having posters come to life. It runs eight minutes, is cleared for television, and can be purchased from the producer at 3800 Liberty Heights Avenue, Baltimore 15, Maryland.

Ordering NSC Films?

The TWX teletype numbers of each of the branch offices of Association Films, Inc., distributors of National Safety Council films for rental, are as follows:

New York .....NY 1-4649
Dallas .....DL 1095
LaGrange, Ill. .....LAG 2651
San Francisco .....SF 1572

All requests to the Ridgefield, New Jersey, office should be made to New York.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Bike Traffic-Lite With Automatic Signals.** Darwin Products, Inc., 1000 West 50th St., Chicago 9, Illinois, has announced the marketing of their new Bike Traffic-Lite. The light shows green when pedaling, amber when coasting, and red when braking. The light fits all bicycles except the very few models that have extra small coaster brake sprockets.

2. **Modern Materials for School Maintenance.** Are the subject of Bulletin #90 released by Magnus Chemical Co., Inc., Garwood, New Jersey. Full information on both cleaners and finishes for the maintenance of school buildings and equipment, from blackboards to the boiler room, is included.

3. **Game-Time Equipment.** Color and black and white are used to illustrate the line of Game-Time Equipment for park, playground and sports described in the new Catalog 958 available from Game-Time, Inc., Litchfield, Mich. The 38-page booklet presents descriptive information and specifications on the full line.

4. **Safety Patrol Equipment.** Bulletin, 2-colors, features school Safety Patrol raincoats, belts, caps, badges, patrol flags, etc. Sizes and prices included. Conney Products Co., Fond du Lac, Wis.

5. **Portable Flashing Signal.** Literature describes a new Portable Flashing Signal, designed to slow down or stop traffic at school intersections. The flasher can be rolled easily to any desired location and put into operation with a turn of the key-lock switch, can be supplied with either a red or amber flasher and either a "stop" or "slow" shield. Save-A-Life Signal Sales Co., 929—35th St., Des Moines, Iowa.

6. Bulletin describes a new **Safety Cross Mirror** that was developed to eliminate blind spots, prevent accidents, and increase vision for safer school and intracity bus operation. Safety Cross Mirror Co., Lambertville, Michigan.

SAFETY EDUCATION **MARCH 1958**

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6

Name .....

Title .....

Address .....

City .....

State .....

What's ***new***

in **The New LET'S DRIVE RIGHT?**

This completely revised edition of Maxwell Halsey's popular text offers more help for teachers, more appeal for students than ever before:

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- solid emphasis on attitudes and judgment

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High Visibility All Rubber Raincoat Sets

Available in WHITE, YELLOW and BLACK. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

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- Superior Quality
- Easily Cleaned
- Completely Vulcanized
- High Visibility
- Full Cut "Patrol" Sizes
- Absolutely Waterproof
- Suitable in All Seasons
- Complete Rain Protection

A. Overseas Caps No. 80
Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.

A. Overseas Caps No. 80

B. Gabardine 8-Point Caps No. 70
Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

B. Gabardine 8-Point Caps No. 70

C. White Plastic Helmet No. 90
The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.

C. White Plastic Helmets No. 90

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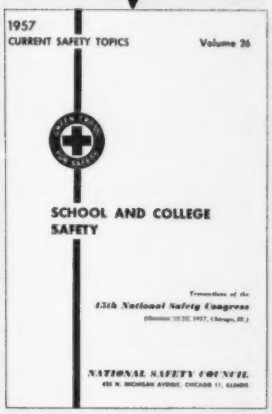
SCHOOL AND COLLEGE SAFETY



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During the week of October 21, the Morrison Hotel in Chicago was a beehive of activity. This was the scene of the School and College Sessions of the 45th National Safety Congress.

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